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ABSTRACT

This paper presents a training model for the acquisition of helping skills, which stresses that participants be themselves and develop a personal facilitative style of helping. The model, originally designed for a master's- level counseling pre-practicum, utilizes a continuous flow of feedback among participants, their peers and instructors. The sequential lecturettes and activities included in this manual are designed to integrate self-awareness, helping atti- tudes, and basic facilitative skills through an 11-module instructional format. This instructor's manual includes specific lesson plans for the presentation of each module as well as readings, activities, and evaluations where appli- cable. The goals of training, the structure of the training manual, and recommended training guidelines are also briefly discussed. (Author/NRB)

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HELPING SKILLS:

AN EXPERIENTIALLY BASED TRAINING MODEL

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Louise Lytle and Jayne Love deserve special credit for suffering through our original handwritten notes. Marion Beaudoin was invaluable in the drafting, proofreading and typing of the revised materials. Finally, we must reiterate our thanks to the many participants whose involvement and generous feedback made this program of training possible. This manual is dedicated to those many dear friends.

MKN
DLG

INTRODUCTION

First, we believe wholeheartedly in the mastery of specific facilitative skills. We contend that any attempt to acquire helping skills without a wealth of self knowledge is, at best, only partial learning. We believe with equal vigor that Helpers must become actively involved in and familiar with the effects of techniques on themselves in order to recognize some of the possible effects on another person. We therefore define helping as an interactive rather than a reactive process. It is not something you do TO someone else; it is something in which the Helper and the Helpee are both active participants.

To become fully functioning Helpers, participants will approach the helping relationship as individuals competent to use their own unique strengths and weaknesses as part of an individualized approach to helping. This training does not encourage its users to model themselves after authorities in the field; rather, it stresses that participants be themselves as fully and authentically as possible so that a personal facilitative style of helping can develop. In order to insure this individualization, participants learn to solicit feedback from and give feedback to their peers and instructor(s). This continuous flow of feedback increases the probability that the participant will become accustomed to constructive information provided by others; a need which, when continued beyond this learning experience, would enhance the possibility of future professional development.

Self-awareness exercises, used in conjunction with skill building, provide relevant information about the participant while he or she practices facilitative skills. Authentic, personal information generated through structured exercises encourages a more meaningful involvement in skill learning and provides opportunities for important self exploration and growth.

Throughout the manual, participants will be introduced to a variety of lecturettes, experiences and self-awareness activities. These activities will aid the integration of prior learnings, theory and experiences with skill practice. Self evaluation scales and competency ratings for individual skills are included. These scales and ratings will be helpful to the participant in assessing personal skill development.

There are many popularized books which purport to tell how to do unto others in various kinds of relationships. These books focus externally, away from the reader and leave out a most significant part of the formula--<u>you</u>, the reader, and what you can do <u>with</u> and <u>about</u> yourself. This instructional sequence is designed to include its users, to involve you in a process of attitude and needs examination that can eventually result in an individualized helping style for you and safety for your future Helpees.

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LEADER INSTRUCTIONAL FORMAT

Authors' Philosophy

Our philosophy is that Helpers need personal development and communication skill development as much as theory and technique. While all four learnings are important, it has been our experience that theory, technique and communication skill development have received the bulk of attention in most training programs. Many courses, programs, or learning modules emphasize technique and theory with the belief that mastery of these learnings will increase skill and personal effectiveness. Recent developments have seen the rise of systematically developed programs of communication skill training. Programs directed toward personal development have had a parallel growth pattern in recent years. Typically these are treated as separate and distinct learnings and integration into a "fully functioning Helper" is assumed.

While we agree that all four areas of growth are necessary, we submit that an integration of systematic personal and skill development facilitates the synthesis of theory and technique. This is the underlying premise of this training paradigm.

Mode of Training

The sequential lecturettes and activities in this manual are designed to develop self awareness, helping attitudes and basic facilitative skills in an integrated manner. The content is divided into 10 modules of approximately

2-2½ hours duration and 1 module with flexible time limits. The instructor's manual includes specific lesson plans for the presentation of each module. readings, activities and evaluations when applicable. The participant's manual contains only the readings and appropriate forms for completing activities and evaluations. This training model was designed originally for use in a master-level counseling pre-practicum experience. It has been used successfully, in modified form, for training paraprofessionals, executives and a variety of crisis and telephone center personnel. We have chosen to emphasize those skills which research and literature in the field indicate are fundamental. In doing so, we have also chosen to concentrate on the behavioral competency components of facilitative skills. Our goal is for participants to achieve both appropriateness and accuracy in their use of helping skills.

Integration of self awareness with helping skills seems to occur more readily when both aspects are presented systematically. Self-awareness exercises presented prior to skill-building activities encourage authenticity and mutuality in skill building. We feel this integration is a definite improvement over other training procedures which we have used because:

1. Self-awareness exercises aid in reducing the awkwardness of trying to generate meaningful and personal stimuli material for practice purposes.

2. This training reduces the difficulty some participants might have in devising realistic role plays or identifying with feelings which are artificial or previously resolved.

3. Spontaneous and honest communication is more likely to occur in cohesive groups when all participants are actively involved.

4. Information derived through self-awareness exercises serves to personalize skill mastery and keep the participants' focus on the interactive process of helping.

5. The progressive nature of the skill-building sequence provides meaningful feedback to the participant thus enhancing learnings about self.

6. Both the self-awareness and skill-building experiences build upon themselves and each other, facilitating the integration process.

Goals of Training

We have three short-term goals for participants:

1. To assist participants' learning about self.

2. To facilitate the learning of basic helping skills.

3. To aid in the development of a personal style of helping.

Our long-range goals are:

1. To help establish a set of behaviors and attitudes which will enable helping persons both to seek out and give feedback.

2. To encourage the continued growth of helping persons.

3. To facilitate the continued integration of theory, technique, skill development and self awareness as inseparable components of helping.

Structure of the Training Manual

The training manual can teach a participant to grow away from the detached use of skills toward an integration with

self awareness into a personalized style of helping. We recommend video taping and coached clients, abetted by the individual instructor's preferred mode of training as a follow up to this experience when training extends beyond 20-25 contact hours.

The initial module examines the attitudes and prior learnings of participants entering into a relationship as a Helper. The participants' personal motivations and interpersonal power dynamics are explored. This unit also explores the Helpee's entry-level needs and psychic state. Subsequent modules focus on lecturettes, skills and activities designed to teach facilitative responding. Competency components of various skills are delineated and practiced. This is the major thrust of the training experience.

Suggested Guidelines for Use

Although interpersonal skills and self awareness are useful in any effective interaction, this manual is directed to those in training for a helping role. If used in its entirety, it can be completed in approximately 45 contact hours (the equivalent of a one-semester, three credit course). With minor modification, the contents may be used successfully in other time frames, according to instructor and participants' specific needs. Two major considerations are important in selecting appropriate portions of this manual for a particular training experience: "How much time is available?" and "What are the goals of training?" Diagram 1 illustrates the baseline competencies through which the participant progresses as related to the content of modules 1-11.

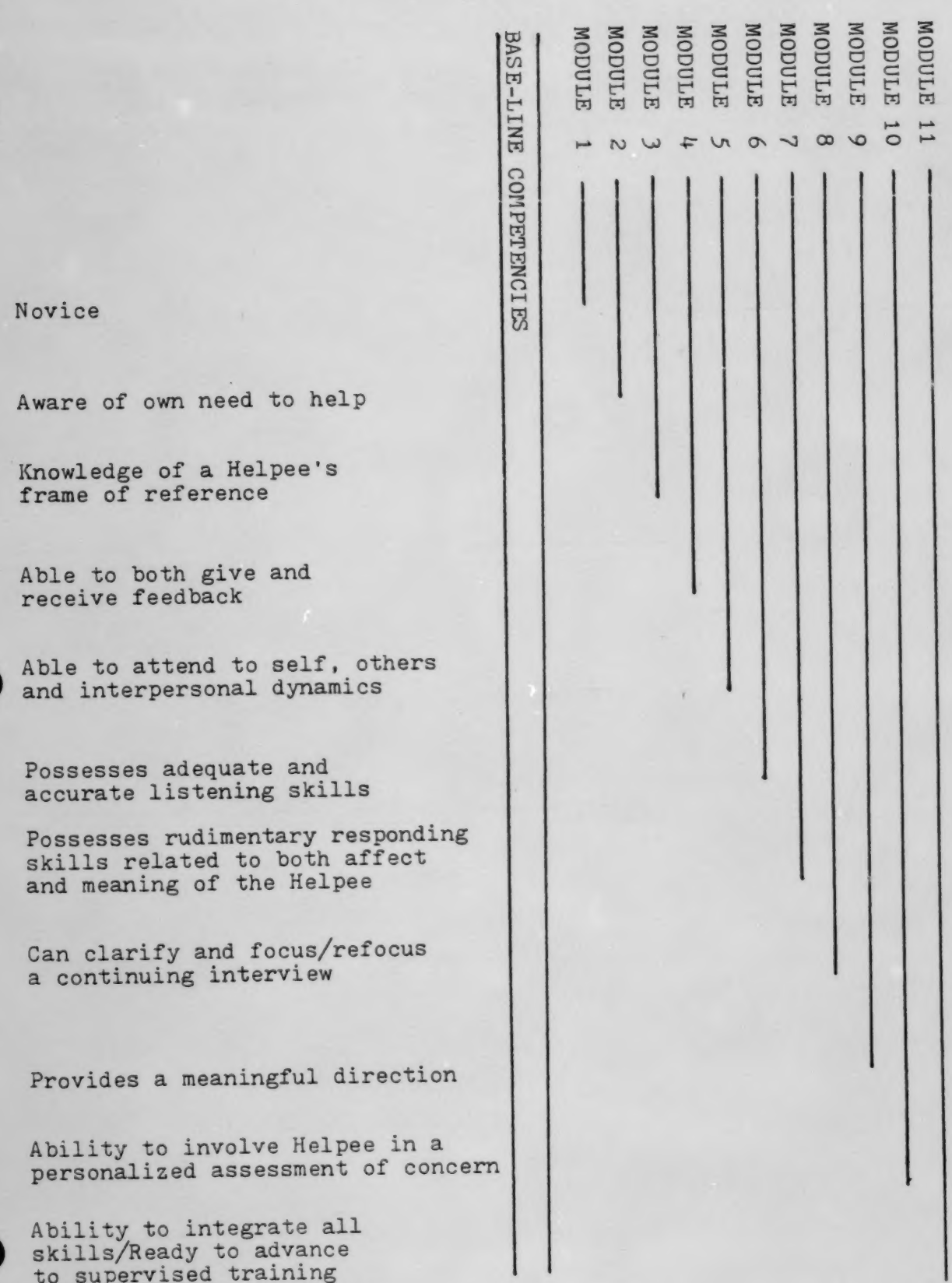
Novice
Aware of own need to help
Knowledge of a Helpee's frame of reference
Able to both give and receive feedback
Able to attend to self, others and interpersonal dynamics
Possesses adequate and accurate listening skills
Possesses rudimentary responding skills related to both affect and meaning of the Helpee
Can clarify and focus/refocus a continuing interview
Provides a meaningful direction
Ability to involve Helpee in a personalized assessment of concern
Ability to integrate all skills/Ready to advance to supervised training
BASE-LINE COMPETENCIES
MODULE 1
MODULE 2
MODULE 3
MODULE 4
MODULE 5
MODULE 6
MODULE 7
MODULE 8
MODULE 9
MODULE 10
MODULE 11

Diagram 1

Group Activities

Group participation in the self-awareness experiences, as well as group interaction, throughout the skill modules are the preferred mode of instruction for the implementation of this program. Group activities are tools and like any tool may be used skillfully or clumsily. It is necessary that instructors and participants know which activity is designed to most effectively facilitate a given task.

Instructors should be able to select and modify a variety of such tools appropriately and skillfully. Activities for this training were selected using the following guidelines:

Structured Experiences Can	Can't
1. be helpful if the specific dynamics are understood by both instructors and participants.	1. substitute for participant interaction.
2. be harmful if chosen from a "let's play a game" frame of reference.	2. have a uniform effect on all participants.
3. provide a common experience to facilitate participant interaction.	3. serve as a substitute for responsible leadership.

Responsible Instructors Can	Ineffective Instructors Ca
1. facilitate participants without relying exclusively on activities.	1. manipulate participants by using activities which have not been adequately explained.
2. differentiate between their own needs and those of participants.	2. collect a "bag of tricks" which are used indiscriminately.
3. use an appropriate activity to encourage participant interaction.	3. use activities to produce a false sense of structure

4. evaluate the effectiveness of an activity with a particular group of participants.

4. model inappropriately for participants.

This training sequence utilizes group interaction in various formats:

1. didactic groups (lecturettes, information processing and discussion)
2. small groups (self-awareness exercises and processing)
3. modeling and critique groups (initially used to teach skills)
4. dyads (skill practice and demonstration)
5. triads (skill practice and skill implementation)

Directions for the formation and use of modeling and critique groups and triads follow.

Modeling and Critique Groups

Directions for establishing modeling and critique groups.

1. Place chairs in a circle (enough for entire group minus two).
2. Put two chairs facing each other in the center of the circle.
3. Instructor models the skill which is to be learned.
4. Instructor assigns someone the roles of Helper and Helpee.
5. Helpee initiates interaction.
6. Helper pauses a minimum of 30 seconds to formulate an appropriate response.
7. During this interim all others in circle formulate and write an appropriate response to the Helpee's message.

8. Helper responds and receives feedback:

   a) Helpee responds to Helper's statement,

   b) others in circle respond to Helper's statement,

   c) instructor solicits alternative responses from members around outside of circle,

   d) activity repeated by same team several times,

   e) several pairs may demonstrate for critiqueing purposes,

   f) break into triads for further individualized skill shaping.

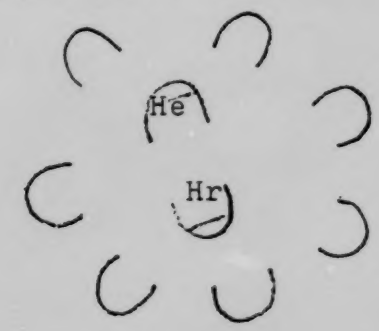

Diagram 2 - Modeling and Critique Format

Triads

We recommend the use of triads as a mode of individualizing instruction. Most skill activities are built around the triadic interaction format described below. Formation of triads can be accomplished through either:

1. participant self selection, following an activity requiring choice making, or

2. instructor assignment with preference given to particular balances of age, sex, race, experience and particular needs of a training group.

Our practice has been to allow participants to self select, using a milling and decision-making awareness exercise.*

Experience indicates that, once formed, triads should remain intact for the duration of training. This permanency facilitates in-depth, on-going interaction. Trust, cohesiveness and sharing increase in a graduated manner thus enhancing the sequential learning outcomes of this program. As the content becomes more personal, each triad should be provided with as much privacy as possible. The exclusiveness of these triads is counter-balanced with self-awareness exercises, demonstrations and lecturettes which provide membership in the total group.

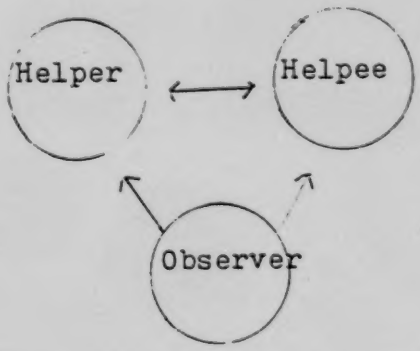

Diagram 3 - Triads

Specific directions within tasks will differ; role responsibilities will remain constant.

Helpee (H) In this role a participant will provide stimuli material from personal self-awareness exercises. Stimuli material will vary for each individual. The instructor may provide additional instructions about the manner in which the Helpee's input is to be presented.

---

*Description of milling exercise: Nonverbally, one person selects another--preferably someone not well known. The two together must select a third. All three must agree to work together.

Helper (H) The Helper responds to the stimuli material provided by the Helpee. Directions for appropriate responding will vary according to the task. The instructor and the Observer will assist the Helper in practicing the specific skill embodied in a particular task.

Observer (O) The Observer silently assesses the nature and quality of the exchange between the Helpee and the Helper. Following the required interaction, the Observer provides feedback appropriate to the task. The Observer reinforces either the skill within the task or skills learned thus far in the training sequence.

Instructor (I) The Instructor provides feedback to the triads and rotates among the various groups to help maintain task commitment. The Instructor's primary task in visiting the triads is to encourage, shape, model and critique participant skill attainment levels.

*Use an audio tape recorder in one triad during each skill exercise. This provides meaninful first-hand data for reviewing each skill and provides feedback to the triad recorded.

Lesson Plan for Module 1

Time: Approximately 2 hours

1. Do Evaluation 1 and collect. This may be done immediately, assigned as a homework task, or done during a break in a workshop format. The initial Evaluation serves as an indication of training needs and for purposes of comparison with a similar form at the end of training.

2. Begin participant interaction with Self-Awareness Input 1, p. 18. Allow approximately 1 hour for participant groups of 8-15.

3. Assess Personal Motivation - Activity 1, p. 21. Conduct full group discussion of each item. At this point, simply elicit the responses and discussion. Try to avoid value judgments and/or debate among the participants. Allow approximately 45 minutes for this activity.

4. Assign Lecturette 1 - Getting Ready to Help as an outside preparation for Module 2. (If training session exceeds 2-2½ hours, allow approximately ½ hour reading time before proceeding to Module 2).

Materials needed for Module 1

1. Sufficient copies of Evaluation 1
   (Copies are included in the Student workbook)

2. Sufficient copies of Introduction Sheet for Self Awareness 1

3. Sufficient copies of Personal Motivation Form for Activity 1

Module 1

The content of this module contains:

(1) an evaluation of attitudes toward helping,

(2) an exercise for participants which gives them an opportunity to meet each other on equal terms, and

(3) an activity which will generate some thought about each participant's motivation for assuming a helping role.

Self-Evaluation of Helping Skills

Directions at the beginning of training:

Rate yourself by placing an X on the scale below each of the following statements. Place the X at that point which most nearly represents the degree to which the statement is true for you at the time of testing.

Indicate in the margin, skills on which you intend to concentrate during training.

Directions at the end of training:

Same directions as above. Use the second copy of the Self-Evaluation of Helping Skills and mark your growth or progress at the end of the training period with O.

Example: I can stand up for my rights if I have to.

Percent of time

/0 10 20 30 40 50 60 70 80 90 100/

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

Self-Evaluation of Helping Skills

1. I observe and interpret non-verbal messages.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

2. I can discourage circularity and assist the Helpee in focusing on concerns.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

3. My helping behavior repertoire is basically perceived as that of a good listener.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

4. I am more apt to respond to the feelings than to the content of messages.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

5. I have difficulty understanding the deeper messages of the Helpee.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

6. I am able to accurately describe the Helpee's message.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

7. I encourage self-reference pronouns (I, me) when the Helpee is expressing personal convictions and feelings.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

8. When I am uncomfortable with the content of an interview, I tend to avoid eye contact.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

17. I can accurately restate two or three lengthy sentences.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

18. I have definite ideas of how I wish to improve what I do as a Helper.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

19. I can accurately paraphrase the context of a Helpee's statement.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

20. I know when I am being manipulated.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

21. When I observe discrepancies in a Helpee's message, I will share those perceptions with the Helpee.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

22. I tend to get emotionally involved when people self-disclose to me.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

23. I solicit feedback concerning the effect of my behavior on others.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

24. I am more comfortable in a helping setting when I have experienced a similar problem.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

25. I incorporate valid feedback and alter my subsequent behavior.

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

26. I can allow others to accept the responsibility for their own behaviors.

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

27. I have difficulty identifying implied feelings.

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

28. I often find myself rationalizing my own behavior.

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

29. I can assist the Helpee to understand the meaning within a message.

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

30. I am solution oriented.

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

Self-Awareness Input #1 - Preparing for Group Interaction

Goals: To afford participants the opportunity to introduce themselves in a non-threatening manner..

To develop a readiness for group interaction through sharing personal information.

Materials: Any number of groups of 8-10 each (instructor should participate). Approximately one hour is needed. Other materials required include an empty chair in the center of the group, a blank sheet of paper, pencil, and the Introduction Sheet.

Directions: Instructor briefly discusses goals of the exercise.

Entire group is asked to "Identify in your own mind that one person whom you think knows you better than anyone else--(Mother, Father, Wife, Husband, best friend, Brother, Sister, etc.)-- that is, your "BEST FRIEND."

Each participant is then given a pencil and an Introduction Sheet with the following directions: "Answer the Introduction Sheet questions as you feel your 'Best Friend' would answer them about you." (Allow 5-8 minutes for completion)

Using the data from the Introduction Sheet, each participant is invited to stand behind the empty chair in the middle of the group and introduce themselves as they would expect their "Best Friend" to introduce them. (Approx. 2 minutes each) Other information not on the sheet may also be added.

During the introductions other participants are encouraged to make note of information they might wish to pursue with each person being introduced. (Questions and comments are discouraged until all participants are introduced).

Discussion of the experience and relevant questions, comments and feedback to participants.

Variations: After the third step, participants can be grouped in dyads to share Introduction Sheet information. Proceed with a Peter-Paul Introductory Exercise format from here.

Participants can be encouraged to respond as a Self-Introduction Exercise format. Eliminate "Best Friend" element and re-do Introduction Sheet to read:

"I am the kind of person who likes . . ."
"I very much appreciate and value . . ."
"Some of my dislikes or 'pet peeves' are . . ."
"Someday I would like to . . ."

*Use self awareness from this experience in subsequent activities.

INTRODUCTION SHEET

Directions: Answer the following questions as you would expect your "BEST FRIEND" to comment about you. Discuss in small groups.

YOUR NAME IS _____

1. YOU ARE THE KIND OF PERSON WHO LIKES:

   a.

   b.

   c.

2. YOU VERY MUCH APPRECIATE AND VALUE:

   a.

   b.

   c.

3. SOME OF YOUR DISLIKES OR "PET PEEVES" ARE:

   a.

   b.

   c.

4. SOMEDAY YOU WOULD LIKE TO:

   a.

   b.

   c.

Activity 1 - Personal Motivation

Directions: Make a brief written response to each of the following questions. Be as brief and honest as you can.

1. How do <u>you</u> define helping?

2. Why <u>should</u> you extend help to another person?

3. What personal gain do you anticipate from being in a helping role?

4. How will a helping role enhance your self-image? Public image?

5. How influential are you now in the lives of others?

6. How easily do others exert influence on you?

7. How readily and under what conditions do you accept help from others?

Lesson Plan for Module 2

Time: Approximately 2 hours

1. Discuss Lecturette 1 - Getting Ready to Help. Several major concepts should be developed: (Allow approximately 1½ hours)

   a. Discuss the nature of the helping relationship and how it differs from social interaction.

   b. Attempt to achieve a comprehension of the psychological state(s) of the person seeking help. Participants should discuss various reasons why people seek help and some of the differences in expectations between Helper and Helpee.

   c. The instructor should discuss the legitimacy of power needs with an emphasis on the participants' willingness to acknowledge and work with personal power needs rather than suppress, mislabel, or deny that dynamic.

   d. Introduce the process of conceptualization. Emphasize the intent of conceptualization as a process which broadens the frame of reference of the Helper through the awareness of experiences and beliefs of the Helpee.

2. Do Activity 2 - Freeing Up Exercise. Allow approximately 15 minutes to practice the Freeing Up Exercise. Allow sufficient time for participants to become relaxed.

   a. Discuss and process the use of the Freeing Up Exercise. Focus on specific difficulties experienced by participants.

   b. Assign practice on the Freeing Up Exercise as an outside activity. Our experience has demonstrated that many participants have difficulty in relaxation/freeing up without practice and repetition in the early phases of training.

Materials needed for Module 2

1. Sufficient copies of Lecturette 1

2. Sufficient copies of Activity 2 - Freeing Up

Module 2

This module stresses the following concepts:

(1) the nature of the helping relationship,

(2) the conditions under which Helpees enter a helping relationship,

(3) an understanding of power dynamics and their impact on a helping relationship, and

(4) conceptualization of the enabling (helping) process.

Lecturette 1 - Getting Ready to Help

There is more to a helping relationship than hearing, understanding, and empathizing. Helping is a complex process requiring time, energy, effort, knowledge and involvement with the burden of these responsibilities resting with the Helper. Helping is not something mystical done TO other people; rather it is directly connected to the mastery of skills which enables the participant to live life more effectively. As those in training for the Helper's role internalize adequate life skills for themselves, they are more able to help others improve their lives. The underlying purpose of a helping relationship is to aid another to see and act upon viable alternatives. Graphically, this relationship can be portrayed as:

1. The Helpee comes to you	(Complaint, symptom, problem, concern, need for growth, referral by others, etc.)
2. You and the Helpee establish a working relationship	(Rapport building, expression of surface feelings, attitudes, values, etc.)

3. You and the Helpee explore the Helpee's mental, emotional and physical state

(Exploring feelings, attitudes, values approached earlier. Deeper feelings and concerns explored as they derive from the presenting concerns.)

4. You assist the Helpee to understand, expand upon and resolve some of those elements within the realm of the Helpee's control

(A personalizing process which aids the Helpee to understand where he or she is; and where it is he or she wants to be--working through feelings.)

5. You aid in the Helpee's selection of alternatives and the implication of putting those alternatives into action

(Risk taking and initiation on the Helpee's part.)

6. You provide support for the Helpee's choices and reinforcement of new attitudes and behaviors beyond the helping relationship

(Initiation of new attitudes and behaviors encouraged by the Helper.)

Diagram 4 is a graphic representation of the perceptual base of the Helpee and Helper at the time of initial contact.

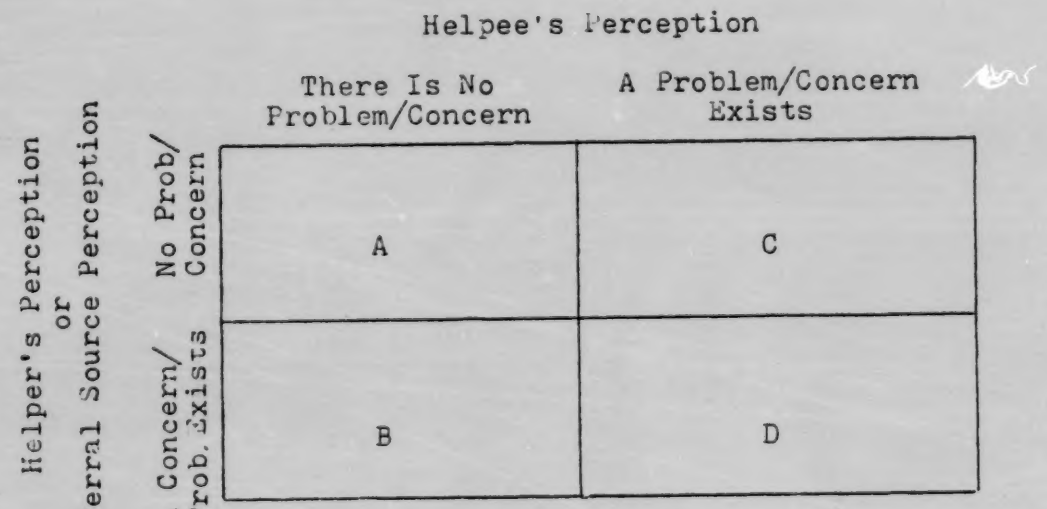

Diagram 4

Area "A"	The Helpee sees no concern or problem. In such situations, the voluntary Helpee is probably seeking self enhancement, personal growth or development.
Area "B"	The Helpee sees no concern or problem. The Helper sees (or has been told of) an area of concern or problem affecting the Helpee. Often, Helpees in this classification are referred by or coerced into the helping interaction by third parties or environmental presses.
Area "C"	The Helpee defines an area of concern or problem. The Helper defines the concern differently. The Helpee's needs, while real, are actually the surface manifestations of a more complex concern.
Area "D"	The Helpee and Helper perceive a mutually agreeable definition of the area of concern or problem.

Not all helping relationships are problem centered. One portion of those who seek help will do so voluntarily from a need for personal growth and self enhancement. These individuals do not have problems per se, and the helping interaction should be structured so as not to make problems where none exist. These particular Helpees are likely to seek help in private therapy, school settings, and some agencies and will be the initiators of the helping relationship. (Area A)

Other Helpees, or a referring party, may have defined some of the dimensions of their presenting problem, but it is just as likely that, in the case of the non-volunteer, the presenting problem is really the overt manifestation of a larger, less defined dynamic. (Area B) The referred Helpee

may deny that a problem exists or define problems as totally external to him or herself. We believe Helpers should accept and respond initially to the presenting problem as defined by either the Helpee or the referring party and then move toward a mutually accepted conceptualization of the difficulty.

Since Western society puts heavy emphasis on competence and self sufficiency, the Helpee who needs to maintain such a facade often feels limited in the number of socially acceptable reasons for seeking help. In college counseling centers it is not uncommon for students to seek help initially about a career choice. Parents often refer children because of "behavioral/ attitudinal problems."

Initial problem definitions, whether by self or a third party, contain messages of perceived values, declarations of current focus. The presenting concerns, while real, may be considered overt manifestations of a larger, less defined dynamic or may exist only in perception. (Area C) Quite often, a Helpee may suggest an area of concern which appears to the Helper to be a non-problem area; e.g. the student who says emotionally, "I'm flunking . . ." while a check of the record shows an average between A and B. Such "non-problems" should be considered as serious to the Helpee--even though the Helper may not consider them as such. Responses to the attitudes and values which the Helpee expresses will generally lead to a productive exploratory session which can be helpful in examining the underlying dynamics.

In cases where the problem has not been adequately defined, the story line tends to be repetitious. The Helpee

will continue to revert to circular behaviors, restating the concern through various stories and behaviors which have a common underlying pattern or theme. These behaviors are in lieu of commitment to take action. If problem resolution is entered into at this time, it will not be dealt with constructively by the Helpee.

In situations where the Helpee has an accurate idea of the presenting problem, rapport and relationship are established very quickly. (Area D) There is a congruence between story line and affect with a minimum of confusion/resistance. These Helpees are ready to undertake and pursue action-oriented behaviors. The Helper's task is to move Helpees from Areas A, B, and C to Area D before attempting alternatives and solutions.

However, regardless of the nature of the factors which contribute to the need for assistance, these various elements are often undifferentiated when one initially enters a helping relationship. The Helpee's and the Helper's initial perception of the presenting problem (or the perception of the referral agency) are at best the tip of the iceberg. The initial dialogue MAY BE only loosely related to the main thread of the Helpee's major concerns.

Nature of needs: Some but certainly not all of the reasons a Helpee might be in need of help include:

a. Lack of awareness of personal attitudes.
b. Lack of awareness of the consequences of personal behaviors.
c. Inability to control mood swings.
d. Habits of reaction rather than acting upon.
e. Inadequate social skills.
f. Destructive acting-out behaviors.

g. Unfulfilled expectations and goals for self and others.
h. A sense of powerlessness.
i. Lack of awareness of the feelings and attitudes of others.
j. Lack of awareness of the influences of others and environment.
k. Referral by others (non-voluntary participation in the helping setting).
l. Institutional problems (within or because of).

Helping is a process which can move Helpees from nebulous states to states in which the real dimensions of self, environment and concerns have depth and definitiveness. Satisfactory outcomes depend upon the Helpee's perceptions of alternatives and ability to take action. We begin to conceptualize the nature and dimensions of these Helpee concerns by attending to the Helpee's initial involvements in the helping relationship.

Power Base

A key element in successful helping is the ability to become free of role-imposed barriers which inhibit full attending. This may, at first, seem easy. Our experience has taught us that while it is not an "easy" skill, it is a primary one.

Power dynamics: Power is generally associated with social roles, and roles exist within all social structures. On any given day, each of us functions in a variety of roles as teachers, parents, grandparents, bosses, military officers, principals, mothers, fathers, sons or daughters. Additionally, we're members of a staff, team, church, synagogue, civic or social organization, neighborhood, and perhaps a professional

organization. While this listing could be continued, it is sufficient to say that we exhibit multiple facets of self as each role draws upon various values, attitudes and beliefs in differing degrees within the dimensions of each role.

Power roles: Some roles are endowed with power by society; in other instances, varying degrees of powerfulness are assumed by whomever functions within the role. Power is evident in the roles of law enforcers, parents, bosses, school and military personnel, among others. The maintanence of our social structure legitimizes and delegates this power which is used to evaluate, discipline and punish, when necessary. Such power is traditionally invested in those roles where a superior/subordinate relationship is visible or where legal and moral responsibilities are deemed to exist.

The Helping Role, however, has a power base which differs from many others. It has no measure of power endowed or legitimized by society. The moral/legal responsibility inherent in the Helping role is in no sense similar to that found in the parent/child relationship; there is no evaluative function such as exists among employer/employees. Rather, the Helper's power is used almost exclusively as support for someone else; it is used to facilitate the growth and development of the Helpee. Because of this focus, power bases which are appropriate in many daily activities differ greatly from the facilitative power base used in helping.

Each power-base situation is understandable only through an analysis of the assumptions made about the role and the

relationship of the people involved, which includes a fluctuating awareness of our own power needs and intentions. Participants in this training will grow away from the habit of responding to all situations from a single frame of reference or a single power base. To use an illustration, the authors actively choose to respond differently to a 30 year old student who seeks assistance with a required project in our counseling courses and to the same student requesting help to deal with feelings about a death in the family.

Chart 1 is used to examine the assumptions of the power dynamics within given situations. In using this chart, it will be helpful to begin by:

(a) Assessing the responses you made to the questions in Activity 1. Discuss.

(b) Thinking of several individual roles in which you function daily.

(c) Selecting one primary role and considering an actual situation which typifies that role.

(d) Then, consider the components of power within the role which include:

(1) The legitimate power which resides in that role, if any.

(2) The rules, regulations, etc., if any, of that role.

(3) The perception of that power as you see it.

(4) The needs you have to expand or diminish the power.

(5) The perception of your power by the persons subjected to your role.

Chart 1

POWER BASES IN INTERPERSONAL RELATIONSHIPS: Dichotomous situations

Legal & Moral Relationships	Facilitative Relationships
1. Whose problem is it? personal agency organizational	other person's
2. Who has the right to decide outcomes? personal agency organizational	other person's
3. What degree of emphasis on feelings, attitudes, and values? acknowledged but not explored	explored, expanded, resolved
4. Who initiates the relationship? authority, peer, colleague	other person
5. Who controls content of session? initiator	other person
6. Who controls process? initiator	collaborative
7. Where is interview focused? external--on the problem	internal--on the relationship

The Enabling Process

Physical and psychological energy: You will quickly become aware of the levels of physical and psychological energy expended by each Helpee prior to and during the initial contact. Further expenditure of energies may be required as Helpees keep appointments. Any outlay of energy may drain the Helpee to such an extent that defensive or facade behavior naturally emerges. This drain may also result in the Helpee catharting five minutes to an hour, seemingly out of control.

For a few Helpees, the energy expended to recognize their problems and seek help may be therapeutic in and of itself. Your initial tasks include creating a receptive atmosphere and modeling behaviors which are conducive to honest and free exploration.

Initial "story-telling" behavior may seem to the Helper to be aimless, but it is not. Each story is somehow interconnected and interwoven into the Helpee's concerns. These stories are purposeful though not apparently so. One task of the participant at this time is to provide an atmosphere of trust and safety so that all necessary story lines can eventually emerge and converge into a meaningful whole.

Helpee initial behaviors are not always predictable, and initial perceptions on the part of both parties may be distorted, stereotyped, or rehearsed. Your training and sensitivity should permit you to avoid defensiveness in

yourself so you can attend to the affect, attitudes, values and non-verbal cues within the Helpee's story lines. This attending enables the Helpee to feel more free to bring concerns into perspective.

Triangulation

Many Helpers become "triangulated" by the Helpee's story line. That is, the Helper responds exclusively to the content of the story line, the problem or to the role of other people in the Helpee's situation and is drawn away from the attitudes, values, feelings and the person of the Helpee. This results in a cycle of questioning, proposing alternatives, or proffering solutions which the Helpee cannot use because triangulation leads to superficiality and seldom are a Helpee's needs simplistic. Rather, it is common to find that the story line is the tip of the iceberg, beneath which is a complex system of feelings, values, attitudes, beliefs and reactions to the situation which keeps the Helpee unable to immediately resolve the problem or concern. This system of affective associations tends to encapuslate the Helpee. The Helpee's inability to immediately resolve a problem situation is not necessarily due to a lack of solutions or alternatives, but rather the problem itself has triggered a complicated network of affective reactions which must be explored and understood before resolution is reached. The intensity and complexity of these feelings actually inhibit change. For this reason, Helpers who respond exclusively to problem content or story lines are less effective

than those who respond to both content and underlying affect. Helpees must be aided to explore, understand and define that which incapacitates them before any elements of their lives which they control can be acted upon in meaningful ways.

Story telling is the only way most Helpees explain their concerns, especially during early contact with the Helper. The problem of triangulation arises not from the stories but from the Helper's inability to see, hear and think beyond the surface of this content. The Helper who cannot avoid "triangulation" leaves the Helpee boxed into a state of immobility as constricting as a prison cell. It is an unimportant distinction to the captive that some prisons are made of stone while others are made of psychological barriers. Those elements which imprison are often undifferentiated by the person seeking help; this should not be so for the person in the Helper's role.

Triangulation or perseveration in attending to minutae can be avoided by developing a mental set toward helping which allows the Helpee the freedom to tell his or her story while simultaneously concentrating, as a Helper, on the Helpee's values, attitudes, beliefs and inherent dynamics.

Activity 2 - Freeing Up

Directions: Practice this procedure until it becomes an automatic behavior set. This activity will precede each activity and triad interaction throughout training.

Process:

1. Attend to your body. Alleviate any specific tension spots. (Pause)
2. Tune into your mental state. What are you thinking and feeling? (Pause)
3. For the duration of this exercise, clear your mind of thoughts about people and things which could interfere with your total participation in the here and now.
*4. Picture a setting in which you would be a helper. (Pause) Are you comfortable? (Pause) Commit yourself to concentrating on another person. (Pause)
5. Be willing to become as open and as sensitive to the total experience of helping as you can be at this point in time.
6. Remain aware of yourself but willing to let another person have the spotlight.
7. Acknowledge the complexity of the interaction you are about to enter.

*In practice if you find yourself unable to concentrate fully upon the other person (because of wanting to respond, thinking of responses or planning a response as you would in ordinary social exchange), remind yourself that the burden for the helping conversation rests with the other person.

Lesson Plan for Module 3

Time: Approximately 2 hours

1. Re-introduce the Freeing Up Exercise. Allow 10 minutes or so for participants to read Lecturette 2. Discuss with emphasis on understanding the differences between feedback and aggression.

2. Proceed to Self-Awareness Input 2. Allow approximately 1½ hours for the full exercise--collecting feedback, group processing of feedback, and closure on the feedback interchange. Care should be taken that closure is reached before ending the session.

Materials needed for Module 3

1. Pencils for each participant (instructor included)
2. 5x8 cards - 2 for each participant
3. Adhesive name tags or scotch tape
4. Lecturette 2
5. Self-Awareness Input 2

Module 3

The principles stressed in this module include:

(1) guidelines for giving feedback,

(2) guidelines for receiving feedback,

(3) a rationale for acquiring these skills, and

(4) an opportunity to experience both feedback processes.

Lecturette 2 - Dynamics of the Feedback Process

The term feedback is often confused with and misused interchangeably with words like aggression and conflict. For many of us, a major portion of the so called feedback we have received has been destructive because it was delivered in general, inferential and judgmental terms, in an atmosphere of anger and frustration. For these reasons, the act of both giving and receiving feedback is fraught with apprehension. For the purposes of this training manual, our definition of feedback will be "a constructive, non-judgmental sharing of one's perceptions about another with that other." The greater portion of the helping process revolves around a <u>constructive</u> feedback exchange--the giving and receiving of feedback between Helper and Helpee.

Constructive feedback meets the needs of both parties and can be accomplished by either verbal or non-verbal interactions. To be effective, feedback should describe the sender's reaction and leave the receiver free to use or not use the feedback. You can reduce the other person's defensiveness by avoiding evaluative language in your feedback messages. "I feel frustrated when you break in whenever I'm talking" rather than "You know better than to interrupt."

Some general guidelines for giving constructive feedback are:

1) Be specific. It will probably not be as useful to call someone domineering as to say, "just now when we were deciding the issue, you did not listen, and I felt forced to accept your argument or face your attack."

2) Be empathic. Empathic feedback takes into account the needs and feelings of both participants. Feedback will be destructive if it serves only the needs of the sender. "There is something happening between us that makes us uncomfortable with each other" is preferrable to "You make me nervous."

3) Be constructive. Direct your feedback toward behaviors and attitudes which the other person could change if he or she desired to do so. You increase tension and miscommunication when your feedback reminds the other person of an unchangeable feature (color of eyes, race body build, etc.).

Useful feedback, then, incorporates:

1) Good timing. Feedback is most useful to the receiver if given at the earliest opportunity; however, even this aspect of feedback requires the use of discretion.

2) Clarification. Feedback should be checked with the recipient to insure that the communication was clear. Ask the receiver to re-phrase your message. Is that what you intended to convey?

Both solicited and unsolicited feedback are helpful. You may find, however, that feedback is more effective when solicited. It may be easier for the sender to respond to a particular question which has been raised about a specific behavior, and more than likely, the receiver will be more interested in receiving feedback on a subject that is relevant or immediate. Check your speech patterns to be sure you use first person singular tense when discussing yourself. Messages become vague and less effective when hidden behind nebulous plural pronouns. "Some people feel" is a very different statement than "I feel."

Giving feedback is your opportunity to diminish the fear of being constructively truthful with another human being. Accepting feedback is an opportunity to learn how your attitudes and behaviors affect those around you.

The reception of feedback requires collateral skills which many Helpers and Helpees have not fully developed. A lack of these skills can call forth anger, denial, discounting, rationalization, rejection of the sender, distrust of the message, distrust of the sender's motives, selective listening and withdrawal from the interaction.

To avoid creating defensive responses in others and allowing them to occur in ourselves, we must develop an attitude of inquiry, a need to know how we affect each other even if the information is not initially pleasant.

Two primary and distinct skills are used in the acceptance of feedback:

1) Checking out the message to be sure that the message, as received, was the message as it was intended to be conveyed.

2) Checking in to evaluate our internal reactions, thoughts and feelings as we receive the sender's message. Many of our internal reactions will center around how we feel about being visible, mistaken and vulnerable.

Closure on the feedback process must be delayed until both parties are satisfied with the accuracy of the message as communicated and received. The skills of giving and receiving constructive feedback will be mastered during several of the following exercises and activities. These skills will be utilized in modeling and critique groups and triads throughout the remainder of this training.

Task 2

After 20-30 minutes, instructor will remove the name tag and attach the tag to the 5x8 cards without revealing the name to the participant who has collected an individual's feedback.

When feedback cards are all collected, each of you will receive your feedback cards to read in private.

Task 3

Return to large group where any of you may request an interaction with the source of particular statements. (10-15 minutes)

*Use self-awareness input in triads for subsequent activities.[1]

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[1]R. James Clack, unpublished self-awareness exercise, Illinois State University, Normal, IL, 1975. Permission granted by R. James Clack.

Lesson Plan for Module 4

Time: Approximately 2-2½ hours (exclusive of audio/video replay)

1. Re-introduce the Freeing Up Exercise.

2. Do Self-Awareness Input 3 (20-25 minutes).

3. Present Lecturette 3--demonstrate skill and discuss. Emphasize the separate skills of attending to self, others and interpersonal dynamics (30 minutes).

4. Introduce and explain the use of the evaluation form which will be used in this module and after subsequent skill activities throughout the training program (15 mins.).

5. Complete Activity 3--discuss (15-20 minutes). Complete rating scale. For this and all remaining skill activity lessons, the instructor should:

   a) model the skill to be practiced by the participants

   b) set up critique and modeling groups, selecting two participants to demonstrate the skill and receive feedback from the instructor and the rest of the participants. This may be done several times with different participants.

   c) work in dyads or triads for practice and shaping of the desired skill.

Materials needed for Module 4

1. Activity forms 3, 4, and 5
2. Lecturette 3
3. Self-Awareness Input 3
4. Competency Scale/Evaluation Form
5. Mirror or video
6. Tape recorder or videotaping capabilities

Module 4

In this section the participants will:

(1) practice the skills of attending to self, attending to others and attending to dynamics in triads,

(2) begin to use triads for self development,

(3) develop a constructive attitude toward evaluation, and

(4) familiarize themselves with the method of evaluation used in this training sequence.

Lecturette 3 - Non-verbal Attending

Non-verbal attending: Just as there are pre-attending attitudes (freeing up), there are also symbolic cues which precede interaction. These cues comprise the impressions we formulate about each other prior to introductions and verbalization.

Symbolic attending: Symbolic cues are mutually but unilaterally derived from information gathered by observation because of the observer's need to predict about or categorize others. Symbolic cues are the speculations we make about the other person's clothing, hairstyle, lifestyle, house, car, job, etc. either from visual contact or hearsay. These cues become significant because we, as observers, place values on them. The values may not be held by the person being observed (remember others are doing this to us, too) and, indeed, may not be relevant. These are the speculations of which we spoke earlier.

Whether or not we admit to the influence of this autonomically collected data, its existence and impact need to be recognized. Out of a common need for structure, our prior

learning experiences and biases mold these pieces of information into assumptions and stereotypes. We use these assumptions and stereotypes to help us speculate and predict in social situations. Most symbolic cues are one-sided, unverified impressions. Though not necessarily accurate and reliable, they influence our initial contact and behaviors.

You already have attending skills which have been randomly learned through your personal socialization process. It is important, in the helping relationship, to learn to attend in a systematic way. We suggest three areas of focus in systematizing your existing attending skills:

1. attending to others
2. attending to self
3. attending to dynamics

Attending to others: Attending to others begins with symbolic communication and can proceed to verbal interchange. In casual relationships we often do not verify the validity of our assumptions and stereotypes; as Helpers we are obliged to recognize these inferences and, at appropriate times, test them against the Helpee's reality. Caution must be exercised until the Helpee conveys a total message. Symbolic cues, non-verbal cues and verbal statements are a unified whole. Each contributes to the global communication. Often there is a great deal of consistency among the three modes of expression. Again the tone of voice, length of pause, rate of speech, involuntary muscular reactions and facial expressions may

significantly alter or enhance verbal content. Such elements may convey as much as, or more of, a message than the story line.

The social meaning of verbal messages is generally conveyed more in the non-verbal than in the verbal message. Helpees who speak rapidly may be conveying a message of anxiety. An outburst of laughter in the midst of a statement of concern will offer dual and opposing cues. Lack of eye contact may indicate shyness, uneasiness, politeness, or many other emotional/physical states. It is ludicrous to make judgments about an emotional level based on any single mode of expression.

Attending to self: Attending to self consists of getting in touch with our own feelings, behaviors and tensions. This skill involves observing essentially the same qualities we observe in others. Eye contact, comfort in the setting, territorial domain, symbolic communication, psychological and physiological needs are all elements to be considered in ourselves and others.

Attending to dynamics: Attending to dynamics involves becoming sensitive to the equal and opposite energies being expended between you and another and recognizing the impact of these energies. For systematic assessment of dynamics to occur, you must learn the meaning of these energies. The meaning is often an observable or interpretable modification of behavior between the Helpee and the Helper. For example, a Helper behavior of statement may:

1. cause the Helpee to respond in a defensive way
2. cause a change of topic

3. cause elaboration on the part of the Helpee
4. cause an onrush of trust
5. create a productive silence
6. create a non-productive silence
7. create a state of uneasiness in the Helpee
8. create an argumentative interaction
9. create a stalemate

Similarly, Helpee responses may create like reactions in the participant. There is an equal response dynamic for every response of particular intensity and value. This response dynamic is not always obvious nor predictable. During training the role of the Observer in triads will be stressed so as to provide other triad members with feedback about observable dynamics. This feedback will include observations made about the distribution, influence and use of power bases appropriate to the Helpee's/Helper's philosophical bases.

As you practice your role of Helper, it will be beneficial if you attend to the effect of your communication on the Helpee and the effect of the Helpee's communication on you. As you become adept at recognizing these effects, attempt to verbalize those which are interfering with communication.

In order for you to be free to do this kind of attending, you must be psychologically prepared to participate in a helping role. The first skill, therefore, is an <u>attitude of intentionality</u>. You approach the helping role by preparing yourself to create a free, open atmosphere. YOU must be willing to "free up" for the <u>work</u> involved. YOUR mental state of readiness will be modeled for the Helpee through your behaviors. Attending embodies a demeanor which assures the Helpee that you are secure in your ability to hear and to handle appropriately what you hear. <u>You are the model of what helping is all about</u>.

Evaluation 1

Attending Behaviors

Definition: ATTENDING: Focuses attention on the Helpee and establishes a receptive climate for the interview.

Competency Components for the Helper/ Participant:

1. Maintains non-threatening eye contact.
2. Positions self in a manner which eliminates barriers between the two.
3. Seated squarely toward the Helpee.
4. Demonstrates that the content of the message has been heard.
5. Visually "reads" non-verbal messages.
6. Demonstrates interest through non-verbal messages to the Helpee. (Posture, leaning forward, facial messages, etc.)

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

	Self	Peer$_1$	Peer$_2$	Average
Criteria				

Directions for Evaluation Process

Individual skills: Score yourself and your peers on each skill in this section during the training. Each evaluation contains specific instructions and competencies statements. A composite score of 4.3 is necessary to progress to the next skill, using a scale of 1-6.

We have combined self evaluation and peer feedback to help participants observe their own progress. This system does not exclude the instructor's assessment and feedback; but, instead, reinforces several important helping skills including self critique, solicitation of feedback and learning behavioral components for each skill. Rating should be done consistently in the modeling and critique groups and in triads. Progress may not be constant nor homogeneous, and triads should not move to succeeding skills until each member of the triad has met the minimal level of proficiency for all prior skills (composite score of 4.3).

Activity 3 - Attending to Others

Preparation: Precede Activity 3 with Freeing Up

Directions: Attending Behaviors will be discussed and modeled by instructor.

Materials: Evaluation 1

Process:

I. A. Select a partner for demonstration
B. Instructor will demonstrate attending behaviors e.g. effective eye contact, body positioning, territorial comfort, etc.
C. Instructor will facilitate brief conversation with Helpee
D. Observers will note both the attending behaviors and the non-verbal attending skills modeled by instructor and critique them

II. A. Select dyads for "Modeling and Critique Groups"
B. Repeat steps A through D (above) with each dyad

III. A. "Triad Groups" practice--use tape recorder in at least one triad for later replay to large group
B. Instructor rotates in triads and aids in developing and shaping the skill
C. Repeat steps A through D (above) with each participant spending at least 5 minutes as the Helper
D. Use Evaluation Scale

COMMENTS:

Self-Awareness Input #3 - Non-verbal Communication

The third formal structured experience has been selected to help us focus on our total impact on others. We intend to look at the global aspects of our appearance and mannerisms in much the same way as we might be perceived by a new Helpee.

Goals: To become aware of our self in this environment.

To facilitate initial contact with others.

To become aware of the different ways we now use to approach others.

To become aware of the assumptions we make about others.

Materials: The instructor should participate. These self-awareness experiences are intended to be read to the participants by the instructor.

Directions: Task 1

NON-VERBALLY and mutually, select a partner. Attend to how you choose (active) or are chosen (passive). Attend to the symbolic cues which result in assumptions about your partner. Stand or sit at a comfortable distance from your partner. Agree NON-VERBALLY to a mutually comfortable distance between you. Repeat this activity until you have had three different partners.

Sit with the last mutually selected partner and discuss the cues, the feelings which were generated in each of you by participating in this activity. See if you can identify any patterns to choosing or being chosen. How similar is this to your usual behaviors?

Task 2

NON-VERBALLY and mutually, select another partner. Stand at a comfortable distance and maintain eye contact throughout this experience. Now, reach out and touch your partner's finger tips with your finger tips. Mutually agree, NON-VERBALLY, for hand and arm movements to occur. Become aware of yourself as leader/follower, passive/assertive, etc. Note how size, age, and sex can alter your approach to this activity. Are there patterns such as approach/avoidance, cooperation/competition, etc?

Repeat this activity with three different partners. Sit down and process what you learned about yourself. You may prefer to explore these feelings in the basic triad.

*Use self-awareness learning in triads for subsequent activities.

Activity 4 - Non-verbal Attending to Self

Preparation: Precede Activity 4 with Freeing Up

Directions: Attending Behaviors will be discussed and modeled by instructor.

Materials: Chart 2 and a full-length mirror or t.v. monitor

Process: Another way to check out some of your non-verbal and verbal cues is to talk to yourself for five minutes (as if to a Helpee) while seated in front of a full-length mirror.

How do you use your total physical position?
What messages does your total body send?
How do you use facial expressions?
Hand movements?
Slant of shoulders?
Eyes?
Eyebrows?
Foot movement?
Tone of voice?
Rate of speech?
Patterns within your choice of affect words?
How would you respond to each of these if you were the Helpee?
How do you feel about being looked at and listened to very carefully. . . even if it is only <u>you</u> seeing and hearing <u>you</u>?
What personal effects please and possibly surprise you?
Which facets of your presenting behaviors would you like to modify?

Make a list of these mannerisms, etc. which you have identified and present the list to your instructor so that throughout the remainder of your training you can check on observable progress.

COMMENTS:

Activity 5 - Non-verbal Attending to Interpersonal Dynamics

Preparation: Precede Activity 5 with Freeing Up (we really mean it)

Directions: Instructor will describe and model attending to dynamics.

Materials: Chart 2 - Evaluation 2

Process:

I. A. Solicit a 3-5 minute interaction from a dyad
B. Pause 15-20 seconds to formulate a response
C. Instructor makes a statement about dynamics
D. Observers and Helpee respond to the instructor's input

II. A. Select dyads to demonstrate skill in modeling and critique format
B. Repeat steps A-D (I) with each dyad

III. A. Triads will practice skill (use tape recorder in at least one triad for replay in large group)
B. Instructor rotates among triads to shape and develop skills
C. Repeat steps A-D (I) with each triad member being the Helper
D. Use rating scale-Evaluation 2

COMMENTS:

Evaluation 2

Attending to Dynamics

Definition: ATTENDING: A sensitivity to the interpersonal impact of attitudes and behaviors demonstrated non-verbally in an interaction.

Competency Components for the Helper/ Participant:

1. Non-verbal behavior does not stifle Helpee's story-line content.
2. Non-verbal behavior creates an atmosphere conductive to establishing trust.
3. Helpee's reaction is positive as demonstrated by expansion or elaboration of story line.
4. Helpee is not "turned off" by the non-verbal mannerisms of the Helper.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

	Self	$Peer_1$	$Peer_2$	Average
Criteria:				

Upon completion of these activities, you have covered one unit of work. This is a possible natural breaking point. You may wish to review or apply prior material at this time.

Chart 2

Non-verbal Behavioral Checklist

	Self	Others
A. Symbolic (Visual cues)		
1. Manner of walking (smooth, rigid)		
2. Dress	____	____
3. Grooming	____	____
4. Height/weight relationship	____	____
5. Ornaments	____	____
	____	____
B. General Movement and Orientation Cues		
1. Face and head movements		
a. Smile (tense, spontaneous, painful)		
b. Expressions	____	____
c. Facial orientation toward others	____	____
d. Extraneous head and face movements	____	____
e. Affirmative and/or negative nodding	____	____
	____	____
2. Body movements and body orientation		
a. Physical proximity (touching, far away)		
b. Position of body related to others	____	____
c. Posture	____	____
d. Feet and/or hand movements	____	____
e. Smoking, gum chewing	____	____
	____	____
3. Hand and arm movements		
a. Arms and hands (rigid, expressive)		
b. Touching	____	____
c. Dramatic gestures	____	____
d. Squeezing, tapping, toying with object	____	____
	____	____
4. Body reactions		
a. Temperature reactions (chills, sweating)	____	____
b. General restlessness (body shifts, rolling eyes)	____	____
c. Skin reactions (blushing, rashes)	____	____
C. Aural (Hearing cues)		
1. Vocal inflections (rise/fall, flat)		
2. Tone of voice	____	____
3. Stuttering	____	____
4. Use of affect words	____	____
5. Use of pauses or silence	____	____
6. Rate of speech	____	____
	____	____

Lesson Plan for Module 5

Time: Approximately 2-2½ hours (exclusive of audio/video replay)

1. Re-introduce Freeing Up Exercise.
2. Read and discuss Lecturette 4. (20 minutes) Model examples of active listening; draw a comparison between listening to others and merely hearing them out.
3. Complete Self-Awareness Input 4 - Symbolic Feedback. Directions are included. (30 minutes)
4. Do Activities 6 and 7. (30-35 minutes) Follow the procedures established for activities in Module 4.
5. Read and discuss Lecturette 5 - Getting the Helpee to Talk and Elaborate. (15 minutes) It may be helpful to include a discussion of the Open-Ended Leads Chart. Examples may be drawn from the participants' experiences.
6. Complete Activity 8. (30 minutes) Follow the procedures established in Module 4.

Materials needed for Module 5

1. Activities 6, 7, and 8
2. Lecturettes 4 and 5
3. Activity/Skill Evaluation Forms 3
4. Open-Ended Leads Chart
5. Self-Awareness Input 4
6. Tape recorder or video capacity

Module 5

The participants will use triads to practice skills which teach:

(1) active listening, and

(2) elaboration, increasing the willingness of the Helpee to talk.

A chart of open-ended lead examples is provided as a guide and both lecturettes focus on the practical application of these skills.

Lecturette 4 - Pre-Helping Skills: Listening

Active listening cannot be differentiated easily from responding. Listening is a skill in and of itself, however, and separate from the particular skills used in facilitative responding. The therapeutic effects of active listening are complementary to those of freeing up.

Listening skills include the abilities to:

1. Attend to tone of voice, speech patterns and choice of words.
2. Listen for connections of thought, affect, and story line.
3. Perceive, FROM THE OTHER'S FRAME OF REFERENCE, the meanings of the words chosen to describe feelings, attitudes, beliefs or experiences.
4. Withhold judgment about the Helpee's feelings, attitudes, beliefs and experiences.
5. Temporarily delay acting upon untested assumptions, stereotypes and inferences.
6. Listen for and evaluate the meanings of silences.
7. Demonstrate patience and understanding.

These behaviors emulate your depth of respect for the problem and your concern for the unique feelings of the Helpee. Listening is a skill, refined to an art, through practice and concentration in conjunction with the "freeing up" process. To make an active choice to listen facilitatively and to model this style of listening creates the opportunity to acquire this fundamental skill.

Your philosophical base must include beliefs in the potential for growth and inherent value of people. Through these beliefs you pay the other person the compliment of listening actively and helpfully. We consider listening a life skill which opens possibilities for positive growth. We cannot emphasize the importance of this skill too strongly. Facilitative listening, concurrent with freeing up and attending, generates a level of positive energy which becomes the very foundation of your helpfulness.

Self-Awareness Input #4 - Symbolic Feedback

Goals: To provide here and now information about yourself for use in triads.

To increase awareness of non-verbal and symbolic communication.

To establish an opportunity to give and receive feedback about existing relationships in a non-traditional manner.

Materials: Instructor should participate.

Directions: NON-VERBAL (groups of 5-6)

One person volunteers to stand in the middle of the room with eyes closed. Others are instructed to position themselves around the pivotal person in such a manner that their physical placement describes some of the qualities of their relationship with the person in the middle. After all members are satisfied with their positions, the pivotal person opens eyes and observes this physical sociogram. After each member has had a turn in the center, each may choose to discuss discrepant information. Then, return to basic triads and practice the skills in Activities 3 and 4, using information about self gained in the physical sociogram.

*Use self awareness from this experience in subsequent activities.

Activity 6 - Direct Restatement

Preparation: Precede Activity 6 with Freeing Up

Directions: Direct restatement will be described and modeled by instructor.

Materials: None

Process:

I. A. Solicit a 2-3 sentence statement
B. Pause 15-20 seconds to organize a response
C. Instructor responds with as accurate and direct restatement as possible
D. Observers and Helpee give feedback as to the accuracy of instructor's statement

II. A. Select dyads following the modeling and critique group format
B. Repeat steps A-D (I) with each dyad

III. A. Triad groups practice skill
B. Instructor rotates among triads and aids in developing and shaping skill
C. Repeat steps A-D (I) with each triad member spending at least 5 minutes as the Helper

COMMENTS:

Activity 7 - Content Summary Statements

Preparation: Precede Activity 7 with Freeing Up

Directions: Summarizing will be described and modeled by instructor.

Materials: Evaluation 3

Process:

I. A. Solicit an extended statement or sentences from a Helpee
B. Pause 15-20 seconds to organize a response
C. Instructor responds with a summary statement
D. Observers and Helpee give feedback as to the accuracy of the instructor's statement

II. A. Select dyads following modeling and critique group format
B. Repeat steps A-D (I) with each dyad

III. A. Triad groups practice skill (use tape recorder in at least one triad for replay in large group)
B. Instructor rotates and aids in developing and shaping skill
C. Repeat steps A-D (I) with each triad member spending 5-10 minutes as Helper
D. Use Evaluation Scale

COMMENTS:

Evaluation 3

Content Summary Statements

Definition: CONTENT SUMMARY STATEMENTS:

Identifies the major theme(s) of content from a sequence of Helper/Helpee interaction.

Competency Components for the Helper/ Participant:

1. Statement identifies the major story-line theme(s) of the interaction.
2. Statement does not introduce new material.
3. Statement is more concise, more clear and more understandable.
4. Helpee agrees that Helper's statement is clear and concise.
5. Helpee responds to statement by elaboration or exploration of major theme(s).

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria:

Participant can demonstrate the target skill several times.

	Self	Peer1	Peer2	Average
Criteria				

Lecturette 5 - Getting the Helpee to Talk and Elaborate

Basic response skills: It is relatively easy to get people to talk with you if you have certain facilitative skills at your command. Most people want to talk about themselves and can be encouraged to do so providing you do not steal the limelight or negate attitudes and feelings which are meaningful to them. Basic responding skills are the methods by which you convey your ability to:

1. encourage elaboration about the conditions which precipitated the need for help,
2. highlight issues and state them more precisely,
3. clarify the content of confusing communication,
4. make connections which have not been clarified previously, and
5. test the accuracy of your understanding of the message.

These skills focus on content rather than on in-depth probing and are central to the accuracy of listening. Two other elements enhance basic responding skills:

1. encouragement of the Helpee to elaborate, and
2. focus on the Helpee as the primary person in the interaction.

Basic response skills are particularly important in establishing rapport. These types of response are the lowest level, in terms of helping effect, and are not to be confused with higher level response skills which are presented later. They are particularly helpful at those times when either you or the Helpee are stymied.

Facilitative leads: The initial response skill is the facilitative lead. Indiscriminate leading tends to be one of the most problem-filled areas of helping. In social conversation you may have asked questions to fill up an uncomfortable silence or perhaps to divert the conversation to a more agreeable topic. We have learned to avoid conversations which could lead to disagreements (such as politics, religion, etc.). We may be so well socialized that we can avoid personally unpleasant topics without being aware of our avoidance behaviors. Sometimes a lead is a result of a "need to know" rather than a desire to facilitate the other person's involvement. The ideal helping lead aids the Helpee to examine and explore private attitudes, values and beliefs. Such leads do not dominate, probe or violate the meaning of the Helpee's message. Valid leads allow the Helpee to deal with material from a personal frame of reference. First, you will learn to construct facilitative leads which neither add to nor detract from the Helpee's message; thus, you will learn to use leads which aid in the exploration, expansion and clarification of the Helpee's present human condition.

Activity 8 - Open-Ended Leads and Minimal Encouragements

Preparation: Precede Activity 8 with Freeing Up

Directions: Open-ended leads and minimal encouragements will be described and modeled by instructor.

Materials: Chart 2 and Evaluation 4

Process:

I. A. Solicit a statement of 1-2 sentences from a Helpee
B. Pause 15-20 seconds to organize a response
C. Instructor responds with an open-ended lead or minimal response which facilitates the Helpee to continue talking
D. Observers and Helpee give feedback as to the effectiveness of the instructor's statements

II. A. Select dyads for modeling and critique group format
B. Repeat steps A-D (I) with each dyad

III. A. Triad groups practice skill (use tape recorder in at least one triad for replay in large group)
B. Instructor rotates and aids in developing and shaping skill
C. Repeat steps A-D (I) with each triad member spending 5-10 minutes as Helper
D. Use Evaluation Scale

COMMENTS:

Evaluation 4

Open-Ended Leads and Minimal Encouragements

Definition: OPEN-ENDED LEADS - MINIMAL ENCOURAGEMENTS:

Facilitates Helpee to continue talking; asks questions which cannot be answered "yes" or "no".

Competency Components for the Helper/ Participant:

1. Statement is in form of question or brief aural encouragement. (e.g. uhhuh, Oh!, mmhmmm, etc.)
2. Statement follows directly from what is said. Context is not changed.
3. Encouragement or lead keeps the focus on the Helpee.
4. Helpee response is to elaborate, expand or explore content of previous statement(s).
5. Helpee response is <u>not</u> "yes", "no" or its equivalent--followed by silence.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

Criteria:	Self	$Peer_1$	$Peer_2$	Average

Chart 3

LEADS ABOUT FEELINGS AND ATTITUDES

1. What are your feelings on the matter?
2. How do you suppose you came to feel that way?
3. How do you explain these feelings to yourself?
4. How have you felt about the things we talked about last time?
5. How does this affect you?
6. What do you think is best?
7. How have things been going?
8. How does it look to you?

LEADS ABOUT BEHAVIORS

1. What was your reaction?
2. What was _____ like?
3. What part did you play in this matter?
4. What have you tried thus far?
5. What would you like to talk about today?
6. How would you summarize our discussion?
7. Tell me more about it.
8. In what way?
9. If you had your choice, what would you do?
10. How do you fit into the picture?
11. What information do you have about that?

LEADS ABOUT ACTION/RISK TAKING

1. What do you think you would like to do about it?
2. How would you go about it?
3. How do you suppose it will work out?
4. What are the other possibilities?
5. What seems to be your greatest obstacle?
6. Where will this lead?
7. Are there any other angles you can think of?
8. Where do you go from here?
9. How do you suppose you could find out more about this?
10. How do you plan to do it?

This is not an exhaustive listing, but merely some representations of this technique. Note that the questions are open ended and neither add nor detract from what the Helpee might be saying. These questions do not probe nor require that the Helpee justify any attitudes or behaviors. There are no WHY questions used in this type of leading.

Lesson Plan for Module 6

Time: Approximately 2-2½ hours (exclusive of audio/video replay)

1. Re-introduce Freeing Up Exercise.

2. Read and discuss Lecturette 6 (20 minutes). The instructor may need to model examples of paraphrasing since participants often add opinion and speculation to this skill.

3. Participants complete example pages and discuss (20 minutes). Other examples may be discussed and modeled. Encourage participants to relate the skill on which their attention is aimed to life situations.

4. Self-Awareness Input 5. Provide ample time for discussion either in large groups or in triads (30-40 minutes).

5. Read and discuss Lecturette 7 (20 minutes). The emphasis is on accuracy in hearing and perceiving the Helpee's messages.

6. Participants complete the example pages and discuss (20 minutes).

7. Activities 9 and 10. Review the cue sheets which accompany this module before beginning to practice the skills. Use format established in Module 4.

8. Use Activity 10 with either a critique group or in the traidic format. Again accuracy is the primary goal of these lessons, and these skills must be well ingrained before proceeding.

Materials needed for Module 6

1. Lecturettes 6 and 7
2. Activities 9 and 10
3. Cue Sheets 1 and 2
4. Self-Awareness Input 5
5. Evaluation forms
6. Tape recorder or video capacity

Module 6

Module 6 continues prior concepts and introduces the skills of:

(1) paraphrasing, and

(2) listening for content and affect.

The self-awareness input proves an opportunity for expanding the participants' modes of interpersonal communication.

Lecturette 6 - Paraphrasing

Paraphrasing is a form of content restatement. Generally, a paraphrase puts heavy emphasis on the cognitive content of the Helpee's comments. The accurate paraphrase, however, both stresses cognitive content and includes affective content (when feelings are an important part of the story line).

The purpose of paraphrasing is to condense the essence of the Helpee's message to a more concise form. This crystallizes and sometimes reorganizes a message, feeds it back, and allows for a check of accuracy. It conveys that the Helpee has been heard. For this reason, paraphrasing is a useful skill which actually condenses a comment or a series of comments. As thoughts tend to crystallize, the dimension of Helpee concerns becomes more definable. Accurate paraphrasing skills aid your understanding of the situation and assist the Helpee to explore the concern. In formulating a paraphrase response, follow these guidelines:

1. Listen closely to the Helpee's message.
2. Think of a more precise, simple or clear way to restate the Helpee's message.

CAUTIONS:

1. Avoid simple repetition of the Helpee's comment.
2. Don't lead the Helpee off on a new path.
3. Don't over use cliches: Hackneyed lead-ins tend to annoy and turn off the Helpee.

   "I hear you saying....."
   "Are you telling me....."
   "If I hear you correctly....."

EXAMPLES OF PARAPHRASING:

Example A- Helpee: "They just won't try to understand. When are they going to get off my back and let me make my own decisions?"

Participant: "They're keeping you from handling your own life."

Jot down two other accurate paraphrases.

1.

2.

Example B: Helpee: "I just don't know where to start. Mr. Jones is a nice guy and all that... he's kind and explains things to me... ah...and my mother tries to help me with my work, but she gets mad when I don't catch on right away...Boy, if I flunk this course, I don't know what I'll do."

Participant: "Things are really piling up on you, and you don't know where to turn."

Jot down two other accurate paraphrases for this input.

1.

2.

Activity 9 - Paraphrasing

Preparation: Continue to practice Freeing Up

Directions: Paraphrasing will be described and modeled by instructor.

Materials: Evaluation Scale 5, Cue Sheet 1

Process:

I. A. Solicit a statement of 2-3 sentences from a Helpee
B. Pause 15-20 seconds to organize a response
C. Instructor responds with a paraphrase which facilitates the Helpee to continue talking
D. Observers and Helpee give feedback as to the effectiveness of the instructor's statement

II. A. Select dyads for modeling and critique format
B. Repeat steps A-D (I) with each dyad
C. Use Cue Sheet 1 when "stuck" for a paraphrase response

III. A. Triad groups practice skill (use tape recorder in at least one triad for replay in large group)
B. Instructor rotates and aids in developing and shaping skill
C. Repeat steps A-D (I) with each triad member spending 5-10 minutes as Helper
D. Use Evaluation Scale

COMMENTS:

Evaluation 5

Paraphrase

Definition: PARAPHRASE: Condenses the essence of the Helpee's statement into a more concise form. Helper's statement stresses content or story-line aspect.

Competency Components for the Helper/ Participant:

1. Statement is accurate and does not introduce new material.
2. Statement includes the most important aspects of the Helpee's message.
3. Statement is more concise than Helpee's statement(s). Crystallizes a lengthy Helpee statement or series of statements.
4. Statement is not a simple repetition of the content expressed by Helpee.
5. Helpee response is agreement and/or elaboration.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

Criteria	Self	Peer1	Peer2	Average

Cue Sheet 1

Paraphrasing

Use only when "stuck" for a paraphrase response.

1. Recall as much of the topic content as possible.
2. Mentally go over the "key" words and phrases.
3. What are you picking up non-verbally?
4. What meaning(s) can you ascribe to the theme which runs through the key words and phrases?
5. Is this meaning consistent with the non-verbal cues?
6. Make a specific statement which "crystallizes" your perceptions of the Helpee's total message.

Self-Awareness Input #5 - Complexity of Human Emotions

Goals: To assist in learning about the commonality of a variety of human emotions.

To assist in recognizing the complexity of communicating human emotions.

Materials: None (Instructor will provide instructions but participate by providing feedback about observable global behaviors at the completion of the exercise)

Directions: NON-VERBAL/eyes closed (groups of 5-8)

"Now close your eyes and get in touch with your body. Keep your eyes closed until I ask you to open them. Notice what is going on inside your skin. . . Become aware of your breathing,. . . and notice any tension or discomfort. . . See if you can become more comfortable. . . Now bring your hands together as if they were strangers, and let them discover each other. . . How do these hands meet and discover each other?. . . What are these hands like, physically?. . . And how do they move and interact?. . . Now let your hands come to rest together. . . Again get in touch with your body, and what is going on inside you. . .

In a minute or two I'm going to ask you to reach out to the people on both sides and get to know their hands. Right now, I want you to become aware of what you experience as you leave the present and begin to anticipate the future. . . Be aware of what thoughts, images and fantasies you have,. . . and notice how your body feels in response to these images and fantasies about the future. . . Now see how much you can return to the present by focusing exclusively on your physical functioning now--your feelings of excitement or tension, etc. . .

Now reach out slowly and contact the hands on each side of you. Say hello with your hands, and then gently get to know these hands. . . As you do this, realize how the thoughts and fantasies in your head get between you and your sensations. . . Notice that when you pay attention to the words and images in your head, what you feel in your hands fades or disappears. . . . And notice that the reverse is also true--

When you focus your attention on your hands and their contact with these other hands, the words and images in your head tend to fade away. . . So really get to know these hands you are touching. What are they like?. . . How do they feel? . . . How do they move?. . . If these hands were people, how would you describe them?. . .

Now I want you to try expressing different feelings and attitudes through your hands. As you do this, also be aware of how these other hands express the same feelings.

First, express playfulness....
Now be caring and tender....
Now express dominance....
Now be submissive and pleading....
Be alive and active....
Now dead and passive....
Express arrogance....
Now be timid....
Don't be too rough, as you express anger....
Now be loving....
Now express irritation....
Express joy and happiness....
Now be sad and depressed....
Be rejecting....
Now express acceptance....

Now that you have a "vocabulary", have a conversation with these hands. See if you can express to each other how you feel, and what is going on between you. . . For example, is your interaction mostly caring and communicating, or is it a contest of strength?. . . Is one more active and one more submissive and withdrawing? . . Would you like the other to be different? See how much you can communicate with your hands. . .

Now very, very slowly begin to say a silent goodbye to these hands you have been touching... Slowly say goodbye and bring your hands back to yourself. . . Be aware of your hands, and how you feel now that you are by yourself again. . . Quietly absorb whatever you have just experienced. . .

> In a minute I'm going to ask you to open your eyes and tell each other what you discovered about yourself and the others through this hand conversation. Talk to someone, and do this in the first-person present tense, for example: "I don't feel very active, and I notice the roughness of your skin, and I'm surprised that you are so tender and gentle--" or whatever your experience is. Open your eyes now, and share your experiences for about ten minutes."[1]

*Use self awareness from this experience in subsequent activities.

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[1]John O. Stevens, Awareness, Real People Press, Moab, Utah, 1971, p. 215. Direct quote with permission of John O. Stevens.

Lecturette 7 - Perceiving Affect

Affective levels: The affective level of communication is somewhat difficult to perceive and achieve. We intend to acquaint you with two basic affective techniques. Both skills are the keystones of helping, and we recommend you thoroughly master these skills.

To achieve a helpful affective response, you must be aware of:

1. listening effectively to the content of the message, and
2. accurately perceiving the affect within the response.

Behaviors such as posture, tone of voice, inflection and facial expressions which you have learned to observe systematically, are often the best clues the Helpee sends regarding the affective state.

A novice must overcome the hurdle of a limited affective vocabulary. Nothing seems more disconcerting to a Helpee than to have you consistently respond with the very same affect word used by the Helpee. In the following activities, make an attempt to use an affect word other than that which the Helpee used. Again, try to choose a substitute which does not change the meaning, intensity, or the value of the Helpee's message.

Examples of perceiving and responding to affect:

Example A: Helpee: (Laughing) He told me he thought I was really dumb.

Participant: You're upset.

Jot down two other accurate responses to affect.

1.

2.

Example B: Helpee: I didn't get the job.

Participant: You are disappointed.

Jot down two other possible responses to this affect.

1.

2.

Activity 10 - Responding to Affect

Preparation: Intentionally is the name of the game--free up!

Directions: Responding to affect only will be described and modeled by the instructor.

Materials: Use Cue Sheet 2 and Evaluation 6

Process:

I. A. Solicit a 2-3 sentence statement from a Helpee
B. Pause 15-20 seconds to organize a response
C. Instructor responds with a statement that defines the primary affect in the Helpee statement
D. Observers and Helpee give feedback as to the accuracy of the instructor's statement

II. A. Select dyads for modeling and critique group format
B. Repeat steps A-D (I) with each dyad

III. A. Triad groups practice skill (use tape recorder in at least one triad for replay in large group)
B. Instructor rotates among triads and aids in developing and shaping skills
C. Repeat steps A-D (I) with each triad member spending 5-10 minutes as Helper
D. Use Evaluation Scale

COMMENTS:

Evaluation 6

Perceiving Affect

Definition: PERCEIVING AFFECT

Identifies the major feeling, value or attitude expressed by the Helpee.

Competency Components for the Helpee/ Participant:

1. Statement accurately labels the affective elements as stated.
2. Statement does not add or detract from the intensity or value of the message.
3. Statement accurately reads non-verbal message as well as verbal expression of affect.
4. Helpee agrees with the meanings in the Helper statement.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

Criteria:	Self	$Peer_1$	$Peer_2$	Average

Cue Sheet 2

Responding to Affect

Use only when "stuck" for an affect level response.

1. Recall the specific response made by the Helpee.
2. What specific affect level words were used?
3. Think of a different affect level word to substitute.
4. Would the Helpee understand your word?
5. Would the intensity and value of your word be the same as the Helpee's?
6. Make a specific comment. "You are (affect word) ."

*If no specific affect level word was used:

1. What are you picking up non-verbally?
2. How would you feel if this were your concern?
3. How have others felt in the same circumstances?
4. What are the Helpee's voice tone and inflections telling you?
5. What is the Helpee's general affect level? Positive, negative, or neutral?
6. Make a specific comment. "You are (affect word) ."

Lesson Plan for Module 7

Time: Approximately 2 hours (exclusive of audio/ video replay)

1. Re-introduce Freeing Up Exercise.
2. Use Self-Awareness Input 6 (30-45 minutes).
3. Read, complete example pages and discuss Lecturette 8. The instructor may model this skill by eliciting messages from participants, responding and then checking for accuracy.
4. Complete Activity 11 (see Module 4 for procedures with Activity 11). Use selected triads or entire participant group to practice this skill. The instructor may have to model several examples of the use of this skill. Each group of participants will require different time allotments for mastery of this skill.

Materials needed for Module 7

1. Activity 11
2. Lecturette 8
3. Evaluation forms
4. Cue Sheet 3
5. Video or tape recorder
6. Self-Awareness Input 6

Self-Awareness Input #6 - Self Disclosure and Positive Feedback

Goals: To provide an opportunity for receiving and giving constructive positive feedback.

To provide practice in soliciting feedback.

Materials: None

Directions: Instructor tells the group that they are going to participate in a positive feedback exercise. ONLY positive comments may be made during the feedback process. Information shared by participants must be interpreted by the strengths in their behavior, character, and attitudes.

Participants sit in a circle (group of 10-12 maximum).

Each participant will respond in turn to each of four stimuli statements. No comments will be made until all four rounds have been completed.

Following completion of the fourth round, members of the group(s) will have the opportunity to give feedback to others or solicit feedback from the group about their input.

The positive feedback may be enhanced based on previous contacts.

Stimuli statements:

Round 1: "I very much enjoy . . . ."

Round 2: "Something I own which symbolizes me is . . . , because . . . ."

Round 3: "My greatest achievement has been . . . , because . . . ."

Round 4: "I am valuable to other people because . . ."

*Use self awareness from this experience in subsequent activities.

Module 7

This unit explains and provides practice and evaluation in the skills for:

(1) listening to affect,

(2) identifying affect messages and underlying meanings, and

(3) distinguishing between the state of ambiguity and ambivalence.

Lecturette 8 - Affect + Meaning

Affect + meaning: Affect + meaning statements go beyond the words of the Helpee. These statements are your attempt to deeply understand immediate affect, attitudes, and values. You must be empathic and understanding to respond accurately with an affect + meaning comment. You must listen intently to the content and observe systematically the other cues in a Helpee's total message.

You are moving to a point in your learning where you can help the Helpee not only identify affect but understand its sources. The Helpee may state affect directly; at other times, affect is implied but not clearly defined. Since your purpose is to get in touch with affect levels, through listening and systematic observation you can provide feedback about the Helpee's affective state, even when the message is essentially intellectual. Your affect + meaning statement should not go beyond the immediate and true affect level but should be accurate so as to improve the Helpee's self awareness.

We have used the term "affect" in its singular form because the appropriate identification and response to singular affect is a major skill.

Ambiguity and ambivalence: Helpees may not be able to identify a dominant affective element, may be unsure of the presence of any particular affect. This is a state of ambiguity and requires extended exploration. You must be careful not to impose your values or make unwarranted assumptions since the Helpee experiencing the state of ambiguity is highly suggestable to other people's labels and descriptions.

Recall times in your life when you could not identify affect, when you gave affect a name even though it did not seem to fit. As an example, if you learned that "nice people don't get angry", when your experiences generated anger, you may have denied, distorted or renamed that affect. Values, attitudes and beliefs which you hold are as much a part of the affective domain as other feelings per se. "Nice people don't get angry" is an expression of a value and is therefore descriptive of the affect held toward the concepts of "nice" and "angry." This is a typical instance of the meaning aspect of an affect + meaning response.

Each of us has a vocabulary to express affect which is personally acceptable and enhancing to our sense of "self." The person who owns a concern must be helped to "own" all the affect involved, especially if that affect or its labels

have been previously considered unacceptable. It may be necessary to develop, with a given Helpee, appropriate vocabulary to describe the nature and intensity of newly "owned" affect.

The Helpee may experience ambivalence; i.e. being equally pulled by two opposing affects such as love/hate, approach/avoidance. Your task is to recognize this state and help the Helpee define the components and their intensities. It is vital to accurately hear and help the Helpee identify both opposing polarities. To do otherwise is to detract from the intensity and value of the Helpee's state. This detraction could result in a singular exploration and severely limit productive alternatives.

Frequently the Helpee experiences or states a primary state of affect and one or several secondary affect levels. Attitudes and held values may provide the clues as to the source of the Helpee's dominant affect. You can respond to secondary affect with a statement(s) which identifies the affect level and adds meaning. "You are (affect word) because (meaning)."

Some neophytes, anxious to get right into problem solving, conclude that once an affect has a "label" it is time to move on. Careful scrutiny of your own affect states will show that even when you can properly "label" dominant affect, any number of other affect levels and intensities may be present, and these must be identified, explored and "owned" before the dimensions of your concern are fully understood.

Multiple affect levels are present in varying degrees of intensity in any concern. While you work toward skill mastery, especially affect + meaning, you will use various leads to facilitate the expansion and elaboration of both the affective and cognitive dimensions of a concern. You will recognize that even the most cognitive statement contains some affective elements.

Some examples of affect + meaning statements follow:

"You are confused about whether this is a good choice."

"She makes you angry when she tells you to do one thing and does the opposite herself."

"You feel like running away because your responsibilities are getting too heavy."

"Things seem really hopeless to you right now because you are alone."

"You're a little apprehensive trying for this new job, because it means so much to you."

The direct response is preferred, but a tentative response is more useful than no response at all. If the affect eludes you, do not hesitate to take extra time to reorganize your thoughts.

Examples of affect + meaning:

1. Affect + Content Meaning:

Helpee: (angry tone of voice) I've been here 20 years, and I really planned on that promotion. Instead, they brought in a younger person. Now he's the boss, and I'm the junior man!

Possible Responses:

1.

2.

2. Affect + Values, Attitudes, Beliefs:

Helpee: (wistful tone of voice) I've been here 20 years, and I really planned on that promotion. Instead, they brought in a younger person. Now he's the boss, and I'm the junior man!

Possible Responses:

1.

2.

3. Primary Affect + Secondary Affect:

Helpee: (frustrated tone of voice, rapid rate of speech) It's difficult for me to take orders from you. I'm not prejudiced against females, and I guess I think they're equal to men--but I've never worked for a female before.

Possible Responses:

1.

2.

4. Ambiguous Affect:

Helpee: (slow, hesitant, flat tone; response later in interview) I'm really not sure that's it. I thought about what you told me, but it seems like everything is bothering me. You know, I should be satisfied with my life--I've got more than most people--but I can't shake the feeling that something's missing.

Possible responses:

1.

2.

5. Ambivalent Affect:

Helpee: (speculative tone of voice) It's difficult for me to take orders from her. I'm not prejudiced against females,--and I guess I think they're equal to men--but I've never worked for a female before (same content as 3, but intonation differs).

Possible Responses:

1.

2.

Activity 11 - Responding to Affect + Meaning

Preparation: Do you still need to be reminded to free up first?

Directions: Instructor will model and describe responses to both feeling and meaning.

Materials: Cue Sheet 3 and Evaluation 7

Process:

I. A. Solicit a 2-3 sentence statement from a Helpee
B. Pause 15-20 seconds to organize a response
C. Instructor responds with a statement that acknowledges the feeling + meaning of the Helpee's statement
D. Observers and Helpee give feedback as to the accuracy of the instructor's statement

II. A. Select dyads for modeling and critique group format
B. Repeat steps A-D (I) with each dyad

III. A. Triad groups practice skill (use tape recorder in at least one group to replay in large group)
B. Instructor rotates among triads and aids in developing and shaping skill
C. Repeat steps A-D (I) with each triad member spending 5-10 minutes as the Helper
D. Use Evaluation Scale

COMMENTS:

Cue Sheet 3

Responding to Affect + Meaning

Use only when "stuck" for an affect + meaning response.

1. Recall the specific meaning as stated by the Helpee at a content level.
2. Recall any specific affect stated by the Helpee.
3. What is happening to the Helpee to cause this affect?

   OR

4. What does the Helpee anticipate may happen?
5. Make a specific statement. "You are _____ because _____."

*If no specific affect level word was used:

1. What are you picking up non-verbally?
2. What meaning would you ascribe to a similar situation?
3. What meanings have others ascribed to similar concerns?
4. What are the Helpee's tone of voice and inflection telling you?
5. What is the Helpee's general affect level? Positive, negative, or neutral?
6. Make a specific comment. "You are _____ because _____."

Evaluation 7

Affect + Meaning

Definition: AFFECT + MEANING

Attempts to deeply understand the Helpee's immediate affect, attitudes and values as well as what situation or condition contributes to these.

Competency Components for the Helper/ Participant:

1. Statement defines accurately the affective state being experienced.
2. Statement concisely and accurately connects the affect with the situation or condition which contributes to (or causes) the Helpee's experience.
3. Statement does not use the word "feel" or "feeling."
4. Helpee response is agreement.
5. Helpee elaborates on state of affect and conditions which cause it.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

	Self	$Peer_1$	$Peer_2$	Average
Criteria				

Lesson Plan for Module 8

Time: Approximately 2-2½ hours (exclusive of audio/video replay)

1. Re-introduce Freeing Up.
2. Read, complete examples and discuss Lecturette 9 (20-30 minutes).
3. Use triads, video and audio taping to practice the skill of clarification (Activity 12, see Module 4 format). Then review all skills from previous modules in an extended time period (1 hour 45 minutes).

Materials needed for Module 8

1. Lecturette 9
2. Activity 12
3. Evaluation Sheets
4. Audio/video recorders

Module 8

This module introduces the skills of clarification:

(1) Type A which restates the Helpee's message to enable the Helpee to become aware of discrepancies within messages, and

(2) Type B which increases the Helper's understanding of the original message.

Participants will review all previous helping skills and try to use them appropriately and naturally.

Lecturette 9 - Clarification Processes

Clarification can take several forms. This skill aids the Helpee to understand and better organize thoughts contained in a story line and aids your understanding of the Helpee's message.

Clarification stems: A clarification stem is completed with material you have understood the Helpee to say. Such stems should neither add nor detract from the value and intensity of the Helpee's message. Type A clarification, at times, points out discrepancies which may or may not be recognized by the Helpee. This type of clarification may lead to a mild form of disorientation on the part of the Helpee since, used in this manner, clarification may be a moderate form or confrontation.

Type A clarification adheres to the Helpee's statement or clarifies the ideas expressed by the Helpee to the participant.

*1. You see quite clearly that. . . .
*2. You mean, then, that. . . .
*3. You're not sure how much effort you can. . . .
4. Are you saying, then. . . .
5. What you are saying seems to be. . . .
6. I understand you to say. . . .

*Direct clarification statements such as those in numbers 1, 2, and 3 are preferred over the more tentative statements in numbers 4, 5, and 6; since the overuse of cliches tends to "turn-off" a Helpee.

Type B clarifications are completed with material you are not sure you understood. Again, these statements should neither add nor detract from values and intensity contained in the Helpee's statement. Overuse tends to cause the Helpee to intellectualize and can generate repetitious and trivial information, distort, disrupt, or redirect the Helpee's train of thought. Type B clarification is appropriate when you have a need for further understanding and when your comprehension is necessary to enhance your understanding of the Helpee. Some examples of Type B clarification follow.

Type B clarification helps you understand the Helpee's message or human condition.

1. I'm sorry, but somewhere you lost me when you mentioned. . . .
2. Maybe that word ____ confused me, did you mean_____?
3. Somehow I feel lost in what you're saying. . . .
4. I'm not sure I understand _____, could you explain what it had to do with your situation?
5. Can you run that by me again? It seems awfully important to what we're talking about, but I'm not sure I got the full message.
6. You mentioned ____ and ____, but I'm not sure I understand the full connection between them. Could you explain that to me again?

Example of Type A - Clarifying for the Helpee

Helpee: I like to be independent most of the time, and it wouldn't hurt my father to pay my rent for a year so I don't have to live at home. He can afford it.

Jot down two accurate clarification statements.

1.

2.

Example of Type B - Clarifying for the Participant

Helpee: I just feel sort of blah, you know?

Jot down two accurate clarification statements.

1.

2.

Activity 12 - Clarification Types A and B

Preparation: Free Up!

Directions: Instructor defines and demonstrates Type A and B clarification.

Materials: Evaluation 8

Process:

I. A. Solicit a 2-3 sentence statement from a Helpee
B. Pause 15-20 seconds to organize a response
C. Instructor responds with a Type A statement (clarification for the Helpee) and/or a Type B statement (clarification for the participant)
D. Observers and Helpee give feedback as to the helpfulness of the clarification

II. A. Select dyads for modeling and critique group format
B. Repeat steps A-D (I) with each dyad

III. A. Triad groups practice skills (use tape recorder in at least one group for playback in large group)
B. Instructor rotates among triads and aids in developing and shaping skills
C. Repeat steps A-D (I) with each triad member spending 5-10 minutes as the participant
D. Use Evaluation Scale

Evaluation 8

Clarification Processes - Type A

Definition: CLARIFICATION PROCESS - TYPE A

To aid the Helpee to understand and better organize thoughts contained in the story line.

Competency Components for the Helper/ Participant:

1. Statement follows directly from Helpee content.
2. Statement clearly expresses the ambivalences or dissimilarities expressed by the Helpee.
3. Statement brings story-line comments which are vague into focus for Helpee examination.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

	Self	$Peer_1$	$Peer_2$	Average
Criteria:				

Evaluation 9

Clarification Processes - Type B

Definition: CLARIFICATION PROCESS - TYPE B

An attempt by the Helper to gain greater understanding of confused or confusing Helpee comments.

Competency Components for the Helper/ Participant:

1. Statement is in the form of a lead which cannot be answered "yes" or "no" or its equivalent.
2. Statement follows directly from Helpee story line and is not a probe seeking justification.
3. Statement is a legitimate request for information necessary to understand the message.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skill several times.

	Self	$Peer_1$	$Peer_2$	Average
Criteria				

Lesson Plan for Module 9

Time: Approximately 2-2½ hours (exclusive of audio/video replay)

1. Read, complete examples and discuss Lecturette 10 - Directionality. The key concepts to discuss are the nature of insight and the continued reluctance to rush toward solutions.
2. Practice the skill using Activity 13. Use the format described in Module 4.
3. Complete evaluations.
4. This module (9) does not include a self-awareness experience. Participants should be able to use lecture materials and class discussion to increase self knowledge.

Materials needed for Module

1. Lecturette 10
2. Activity 13
3. Evaluations
4. Audio/video capacity

Module 9

Participants will learn to differentiate between the concepts of problem recognition and problem resolution; they will recognize the function of insight in the working through process for a Helpee.

Directionality and recurring themes are the two major skills in this module. Examples are provided to help participants recognize and respond to global aspects of a Helpee's concerns.

Lecturette 10 - Directionality

Recognition is not resolution: Throughout training we have focused on those skills which expand our abilities to recognize and respond appropriately to content, affect and dynamics. Mastery of these skills requires a good deal of perseverance so it seems almost magical when the Helpee finally rewards our efforts with a "recognition reflex response." This type of reaction has been described as the "ah ha", the non-verbal flinch, some brief but significant indication that a perspective has shifted, a part of the puzzle has fallen into place. Such a response is rewarding to both parties, but we should not mistake it for total insight or problem resolution. It is at this delicate stage in the helping process when small insights can be overestimated, unduly considered to be the only component necessary for problem resolution.

We must keep in mind that recognition of new problem elements, dimensions of affect and behaviors are a necessary

first step prior to exploration of and experimentation with alternatives.

Insight vs. working through: Factors in our prior education may tend to encourage a singular approach to problem solving. This approach implies that the problem is resolved when all components are identified, that there is then one and only one correct answer. Such a problem-solving method is appropriate within areas where the problem is primarily one of intellectual inquiry: i.e. to arrive at a name, date, computational procedure. In these instances, the nature of the concern is primarily behavioral-intellectual, the "correct" response can be validated elsewhere and so the point of discovery (insight) is the logical end of the quest.

The nature of helping is quite different. Problems and concerns are behavioral/intellectual/attitudinal and affective in varying combinations. The alternatives inherent in these concerns are unique to the individual, the dimensions of the concerns are personally derived; therefore, the point of discovery (insight), while logical, is not the end of the inquiry process. We may describe the point of total insight as a stage which can be arrived at only after a number of "recognition reflex responses." Total insight is a point on a continuum between the presenting problem and satisfactory termination by the Helpee.

So far you have been primarily concerned with the global message of the Helpee. The dimensions of the situation are beginning to solidify in affective and cognitive terms. By

selective responding you and the Helpee will now seek out threads, recurrent patterns and connections within messages to move beyond initial insights. These patterns are the personalized meanings which the Helpee has been trying to convey and are the key to future self-determination.

The basic skills you have learned thus far are a common core of all helping relations. With these you established a working relationship and began to explore and expand upon the presenting problem. Skills which follow stress personalizing at a deeper level. This personalization is referred to as the "working through" process and is outlined as follows:

1. You attend to the total message of the Helpee.
2. You reflect and summarize only the affect explicitly expressed.
3. You reflect both explicit and implied affect and clarify discrepant information.
4. You selectively respond to the core of both message and meaning.
5. You and the Helpee seek viable alternatives and generate inferences about how those alternatives may alter affect and attitudes.
6. You support the Helpee's choices and exploratory behavior outside of the helping relationship.

Throughout the latter part of the personalization process, inferences are formed, tested and discarded when untenable.

In the "You are _(affect word)_ because _(meaning)_" activities you learned to deal with the immediate and primary affect levels of the Helpee. This skill is the prelude to aiding the Helpee to recognize and take action about recurring patterns or areas of concern. You have observed that the

Helpee chooses stories and themes which describe the existing situation from the Helpee's frame of reference. Often you will note that the affect or theme is:

1. discussed over and over,
2. the same, even though the situation or story line is changed,
3. common across several story lines, and/or
4. consistently recurring by implication.

Determining the main theme or thread of a Helpee's input is akin to the basic reading comprehension task of identifying the main idea in a paragraph. You were also trained in grade school to summarize the main thought by underlining key words.

Some paragraphs began with the primary statement followed by supportive data, others presented the supportive data first with the key sentence used as a summary statement. Helpees aren't quite as consistent in their presentation of information as textbook authors; but, by applying previously acquired helping skills, you can now ferret out some important patterns and themes.

"Mental underlining" is a term we use to describe how you emphasize (for appropriate later recall) those affect themes and patterns in the Helpee's continuous messages. Perhaps such messages are certain adjectives or recurrent concepts which point obliquely or directly to a pattern of behavior, an undercurrent of affect. The themes and patterns must be made available to Helpees so their possibility for insight will be enhanced.

Remember, the Helpee's choice of words may differ, but the implied meaning attached to the messages usually develops around a similar, recurrent theme. The Helpee's selection of content purposefully reveals meanings and patterns whether that selection is conscious or subliminal. The skills of summarization, paraphrasing, affect + meaning, and clarification are used to illuminate these connections for the Helpee.

Themes often take the form of a reaction dynamic on the part of the Helpee across a variety of situations. The Helper, through the use of listening, responding and understanding skills, has by now heard a series of events which may, to the Helpee, appear unrelated. As the Helpee presents added information, the Helper must take a more global perspective. This enables the Helper to conceptualize possible common elements between and among the seemingly unrelated message.

For example: Male, factory worker, mid-20's, living with two other men about the same age. Over a period of time you, as a Helper, have heard many messages from him, including:

1. "We share expenses for food and rent, but if I buy extra beer my roommates drink it without asking and never replace it."

2. "I need the overtime to keep up my car payments, but the foreman always picks others without ever asking me."

3. "My girl is something else. We make plans then she'll change her mind at the last minute. I can't believe the excuses she comes up with."

4. "My mother keeps hassling me about where I am and what I'm doing. She calls me every night at 11 o'clock and expects me to be home. The other night she talked for an hour and a half and complained about how I must not love my family anymore or I'd still by living at home."

5. "My car's under warranty still, and I've been taking it back to the dealer to get different things fixed. So far it's cost me over $300, and it still doesn't run right."

The Helper looks for common elements in these messages. This can be expressed diagramatically as:

THEMATIC OBSERVATIONS

	Content Common Elements	Affect Common Elements
MESSAGE 1 MESSAGE 2 MESSAGE 3 MESSAGE 4 MESSAGE 5	1. People take advantage of me. 2. Helpee allows others to use him. 3. He can't understand why he is always the fall guy. 4. etc.	1. He feels used and helpless to change things. 2. Anger & frustration are generalized rather than focused. 3. He feels trapped by environment and victimized by others. 4. etc.

The Helper now uses the skills of responding to affect + meaning to convey a synthesized message instead of responding to separate stories. Using the situation above, construct several possible responses which will share your observations as a Helper with the Helpee. This sharing will cause a shift in the focus of the interview/interaction since the Helpee is typically unable to see the interconnectedness of his many messages. Given concrete thematic responses by the Helper, the Helpee may now explore his situation from the perspective of a participant who has some control over his life, rather than that of a reactor who is subject to the whims of others.

Responses:

1.

Activity 13 - Recurrent Affect/Process Patterns

Preparation: Free-Up

Directions: Demonstration and modeling of this skill will be provided by the instructor.

Materials: Evaluation 10

Process:

I. A. Solicit a 3 minute statement from a Helpee
B. Pause 20 seconds to formulate your response
C. Instructor makes a statement which illustrates a recurrent affect/process pattern in the Helpee's statement
D. Observers and Helpee provide feedback about the accuracy of the statement

II. A. Select dyads for modeling and critique format
B. Repeat steps A-D (I) with each dyad

III. A. Triads practice skill (use tape recorder in at least one triad for replay in large group)
B. Instructor rotates among triads to shape and develop skill
C. Repeat steps A-D (I) with each triad member spending time as the Helper
D. Use Evaluation Scale

COMMENTS:

Evaluation 10

Recurrent Affect/Process Patterns

Definition: RECURRENT AFFECT/PROCESS PATTERNS

Identifies the major themes of affect or process from a sequence of Helper/ Helpee interaction.

Competency Components for the Helper/ Participant:

1. Statement identifies the major affective or process themes of the interaction.
2. Statement does not introduce new material.
3. Statement is more concise, clear and understandable than Helpee's sequenced comments.
4. Helpee agrees that statement is accurate and clearer.
5. Helpee responds to major affective or process theme(s) by further elaboration/exploration of feelings.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria: Participant can demonstrate the target skil several times.

Criteria:

Self	$Peer_1$	$Peer_2$	Average

Lesson Plan for Module 10

Time: Approximately 2-2½ hours (exclusive of audio/video replay)

1. Re-introduce Freeing Up Exercise.

2. Read, complete examples and discuss Lecturette 11. The instructor will emphasize the necessity for approaching a helping relationship with no pat answers. Divergent thinking, which enables one to generate viable alternatives, may be discussed as a facet of creativity. Participants can examine their potential for creativity.

3. Activity 14. Continue to use the format outlined in Module 4. Review Cue Sheet 4 prior to the start of the activity.

4. Complete the evaluation of helping attitudes which then may be used by the instructor as a comparison with the responses made prior to training. The instructor may choose to give progress reports, using the results of the evaluation, either in writing or in one-on-one conferences with training participants.

Materials needed for Module 10

1. Lecturette 11
2. Evaluation
3. Activity 14
4. Cue Sheet 4
5. Audio/video capacity

Module 10

This module defines and allows for practice of skills related to divergent thought patterns, drawing inferences and assimilating all prior skills into the helping interview.

Lecturette 11 - Personalization

The thematic area of concern and patterns within messages should lead to deeper exploration of the personalized meanings for the Helpee. You can now begin refinements of previous skills by offering the Helpee your perceptions of the Helpee's messages. Your responses will usually take the form of inferences which assist the Helpee to identify:

1. affect and attitudes about self,
2. affect and attitudes toward others and environment,
3. expectations for self,
4. recurrent dynamics which the Helpee employs across situations, and
5. behaviors which have contributed to present directionality and desired alternative behaviors.

The crux of helping is to aid the Helpee's habit of thinking convergently (a style of thought which results in a one-answer/no-answer condition) to thinking divergently (generating multiple alternatives). If you define the therapeutic relationship as one which encourages the Helpee to feel, act, and think in new and different ways, you infer the Helpee can feel, act, and think divergently. You will model divergent thinking by systematically forming inferences which require divergent thought.

You probably have made some unverified assumptions about the people with whom you work in triads. These unverified assumptions are only guesses until tested against the other person's reality. Assumptions lead to stereotyping and a breakdown in communication. Helpful or facilitative responses are the method of changing untested assumptions to tested inferences, and you will have an opportunity to practice this skill in the next activities in your triads.

Inference formation: Inference formation differs from assumptions since inferences are tested (checked out with the other person), modified (the other person's perceptions are included), or discarded (you were way off). Through the use of systematic inference formation you will consider the same factors which the Helpee considered and arrive at some fresh, shared insights. In the helping relationship, inferential thinking follows this course:

1. You accurately listen to and visualize the Helpee's description of the concern.
2. You concurrently form inferences which are related to the accuracy of the Helpee's perceptions.
3. You conceptualize these inferences into thematic areas.
4. You share your perceptions with the Helpee regarding the Helpee's personalized message.
5. You and the Helpee generate and examine alternatives acceptable and available to the Helpee while you build, modify and test inferences to determine the most facilitative procedures to use with this Helpee.

Testing inferences: Testing inferences, in a helping setting, is both an internal and an external procedure. You verbalize your rationale and appropriate perceptions with the Helpee (external) while you assess responses and select appropriate facilitative skills (internal). To practice the skill of inference formation do the following examples using the model described in example A.

The first example has been completed for you to use as a model.

Example A: Helpee, during 5th interview:

> "Damn, I got a F in History. Mr. Jones is always playing favorites, and I had no idea my grade was so low."

Study the Helpee responses which follow and see if you agree with the participant's inferences.

Participant's Inferences

Attitudes and affect related to self	"You are angry and disappointed in yourself for doing poorly in History."
Attitudes and affect related to others	"You are angry with Mr. Jones and question his fairness."
Expectations for self	"You are disappointed in yourself. You expect yourself to perform better academically."
Dynamics: (requires extensive prior knowledge)	"It really angers you that this has happened again. Do you suppose those class cuts you told me about might have hurt you as cutting English did last term?"
Directionality: (requires extensive prior knowledge)	"You have let this happen to yourself again, and it makes you angry with yourself. Are you now willing to examine and change that behavior?"

Example B: Helpee: "It's difficult for me to take orders from her. I'm not prejudiced toward females--and I guess I think they're equal to men--but I've never worked for a female before."

Participant's Inferences

Component	Response
Attitudes and affect related to self	
Attitudes and affect related to others	
Expectations for self	
Dynamics	
Directionality	

Example C: Helpee: "I'm really not sure that's it. I thought about what you told me, but it seems like everything is bothering me. You know, I should be satisfied with my life--I've got more than most people--but I can't shake the feeling that something is missing."

Participant's Inferences

Component	Response
Attitudes and affect related to self	
Attitudes and affect related to others	
Expectations for self	
Dynamics	
Directionality	

Activity 14 - Systematic Inference Formation

Preparation: Free Up

Directions: Instructor will define and model inferences from explicit and implied material.

Materials: Evaluation 11

Process:

I. A. Elicit several extended statements from a Helpee
B. Pause 15-20 seconds to organize a response
C. Instructor makes an inferential statement
D. Observers and Helpee respond to the feasibility of the inferential statement

II. A. Dyads are selected to demonstrate in modeling and critique format
B. Repeat steps A-D (I) with each dyad

III. A. Triads practice skill (use tape recorder in at least one triad for replay in large group)
B. Instructor rotates among triads to aid in shaping and developing skill
C. Repeat steps A-D (I) in triads with each member being the Helper
D. Use Evaluation Scale

COMMENTS:

Evaluation 11

Personalization

Definition: PERSONALIZATION

An inference made by the Helper which assists the Helpee to identify new insights into self, dynamics, and expectations for self or others. In some cases, it will suggest the direction the Helpee desires to pursue.

Competency Components for the Helper/ Participant:

1. Statement is based upon the Helpee's realities as expressed in the current or previous comments.
2. Inferences regarding attitudes or behaviors of the Helpee are in keeping with the recurrent themes of the message.
3. Statement is made as an attempt to verify the untested assumptions. (Rather than diagnose, categorize or judge the Helpee.)
4. The Helpee agrees with or slightly modifies the inferences.
5. The Helpee responds by expansion and exploration.

Rating Scale:

1. All components of the skill are lacking.
2. Skill is not defined and minimally demonstrated.
3. Skill is defined and demonstrated, but demonstration is seldom appropriate.
4. Skill is defined and generally appropriate.
5. All components of the skill are present and demonstrated appropriately.
6. All components of the skill are present, and demonstration of the skill indicates an outstanding understanding and use of the skill.

Criteria:

Participant can demonstrate the target skill several times.

	Self	Peer1	Peer2	Average
Criteria				

Cue Sheet 4

Inferential Responses

Use only when "stuck" for an inferential level response.

1. Recall the specific meaning as stated by the Helpee.
2. What significance does the meaning have in terms of:
   a. what the Helpee is saying about how the meaning influences affect within himself/herself?
   b. what personal expectations the Helpee holds?
   c. other previous communications and inherent messages. Is there a consistent behavior dynamic occurring or consistent affect being described?
   d. environmental or other persons' influences to which the Helpee seems to be reacting?
   e. behaviors the Helpee has been able to label as being undesirable? What is it the Helpee would like to change? In what direction? To what degree, etc.?

Make a specific comment:

"You are (affect level words) because you (meaning or cause of the Helpee's affect) and (what the Helpee is telling you about the meanings of significance)."

Examples:

(Self) "You're angry at your secretary about the project delays, but it sounds like you're also angry at yourself for not keeping closer track of it."

(Behavior Dynamics)

"You're angry with yourself because you failed to get the project out on time--and yet, this is something you have mentioned happens often and causes you problems."

(Behavior Dynamics + Environmental Influence)

"You're concerned about getting the project out on time because of the printer's strike at the factory. And yet, you say that you get these uneasy feelings every time you're under a time and pressure deadline."

Lesson Plan for Module 11

Time: Approximately 10-20 hours (exclusive of audio/video replay)

1. This material is not included in the student manual.
2. Several more methods of presentation of skills and practice procedures are discussed in this module.
3. The supervisor's critique form, which may be used to provide participants with feedback, is included.
4. The time suggested above should be used for extensive skills practice in triads under supervision of the instructor. This is especially important for those participants who will receive further formal training in one of the helping professions.

Materials needed for Module 11

1. Module 11 in Instructor's Manual
2. Self-Evaluation of Helping Skills

Module 11

Integration of Skills and Self Awareness

Integration goals: The skill training and self-awareness goals outlined in Diagram 1 (p. 5) have been completed and practiced in a systematized way. Modeling and critique groups and the triad interactions have served to acquaint, reinforce and shape your skills in these specific areas. Your task is now to practice these skills in an extended interview format. The goals for this level of training are:

1. To appropriately apply each skill in an extended, simulated interview situation, and
2. To develop a personalized style of helping based upon the competencies stressed in prior skill learning.

In order to accomplish these goals, you will continue to assess your own strengths and weaknesses, to solicit feedback from others, and to provide others with your feedback and constructive suggestions. As your self awareness and skills increase you will notice yourself becoming less mechanical in your response patterns. Your self consciousness about helping will diminish as you improve your facilitative behaviors.

Methodology for audio/video taping of extended interviews:

Three possible methods for controlled, extended interviews will be described here.

Coached client technique: The instructor will be responsible for planning a role-playing sequence with a suitable "Helpee."

Someone from outside the training group is preferable. These Helpees are referred to as "coached clients" because they receive instructions prior to the interview. The instructions generally follow this pattern:

A. Suggestions are made for role playing a concern or attitude or habit or behavior which typifies Helpee initial concerns. Because of the controlled learning situation and the relative inexperience of the participants, a "coached client" is asked to present a concern or situation which is not real to that "coached client."

B. Through further discussion with the "coached client" we isolate a concern with which the "client" feels comfortable. The "client" rehearses and develops this theme into an extended interview.

C. Prior to any actual extended interview, the participants in training role play, among themselves, several examples of opening statements to be made to the "coached client." The goals of these opening statements include:

   1. to give to the "client" the Helper's definition of a working relationship,
   2. to set a tone which differs from social intercourse, and
   3. to provide an opportunity for the "client" to express expectations about helping procedures and/or outcomes.

D. Following the role-played extended interview, the "coached client" is asked to give feedback to the Helper(s).* We prefer "coached clients" selected from a pool of volunteers who have experienced counseling and are able to differentiate between helpful and non-helpful counseling behaviors.

Round robin technique: The purpose of "round robin" is to provide immediate feedback to both the Helpee and a group of Helpers. As a rule, one participant volunteers for the

*Often a "coached client" will present the role play for several different participants.

role of Helpee and uses material which is real to him or her. As with the "coached client", the round robin Helpee is asked to deal with material which is comfortable. This technique is implemented in the following manner:

A. Physically the room is arranged as in Diagram 5.

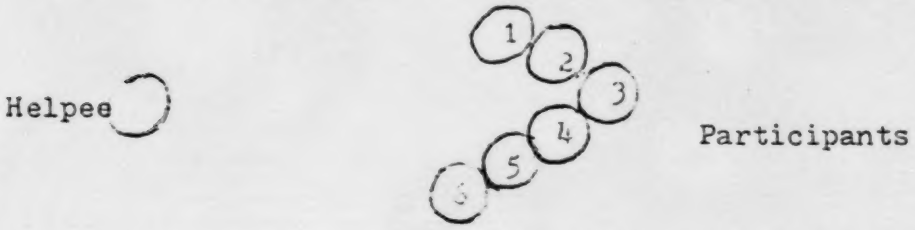


Diagram 5 - Round Robin Technique

B. The Helpee begins to speak and Helper/participant responds. Their interchange continues only as long as Helper 1 is considered facilitative by the Helpee. When Helper 1 is not facilitative, the Helpee (by body position and eye contact) shifts to speak to Helper 2. This process is followed until all Helpers have interacted with the Helpee several times. (10-15 minutes is usually sufficient).

C. Helpee gives feedback to the individual Helpers at the conclusion of the round robin. The principles of constructive feedback are stressed.

D. Finally, the Helpees are asked to share their perceptions of the client role which they experienced during this activity.

Extended triad interview: Using personal self-awareness learnings, each permanent triad member functions in the role of Helper for an extended interview with another triad member. Ten-minute segments are adequate in the early stages of extended interviewing. Time allotments may be expanded to meet training needs in the later triad interviews. The role of Observer is used to provide additional feedback to both the Helper and Helpee.

Critique and shaping procedures: Just as in the skill activities section, each participant will solicit and give feedback based upon the evaluation scales and the skill components. Selected scales are reintroduced here to be used singularly or in combinations appropriate to the nature of the responses made in the extended interview. Early in the video/audio critique sessions, it is helpful to rate and assess individual skill responses. Evaluations are reprinted here for this purpose.

Soliciting alternative responses from group/triad members further shapes the learning of all participants. As you become more adept at evaluation, the overall rating scale may be most useful. This form is suitable for more extensive assessments of longer segments of an interview.

Self-Evaluation of Helping Skills

Directions at the beginning of training:

Rate yourself by placing an X on the scale below each of the following statements. Place the X at that point which most nearly represents the degree to which the statement is true for you at the time of testing.

Indicate in the margin, skills on which you intend to concentrate during training.

Directions at the end of training:

Same directions as above. Use the second copy of the Self-Evaluation of Helping Skills and mark your growth or progress at the end of the training period with O.

Example: I can stand up for my rights if I have to.

Percent of time

/0 10 20 30 40 50 60 70 80 90 100/

NEVER SELDOM OFTEN GENERALLY MOSTLY ALWAYS

Self-Evaluation of Helping Skills

1. I observe and interpret non-verbal messages.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

2. I can discourage circularity and assist the Helpee in focusing on concerns.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

3. My helping behavior repertoire is basically perceived as that of a good listener.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

4. I am more apt to respond to the feelings than to the content of messages.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

5. I have difficulty understanding the deeper messages of the Helpee.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

6. I am able to accurately describe the Helpee's message.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

7. I encourage self-reference pronouns (I, me) when the Helpee is expressing personal convictions and feelings.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

8. When I am uncomfortable with the content of an interview, I tend to avoid eye contact.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

9. I have difficulty perceiving instances when discrepancies occur between what people say and what they mean.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

10. I have a knack for condensing accurately a series of statements.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

11. I am able to accurately determine the feeling message within a Helpee's statement of behavior.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

12. I can easily understand and respond to the dynamics of my relationships with others.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

13. While the Helpee is talking, I formulate my next response.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

14. I am a very sympathetic person.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

15. It makes me feel influential to have others tell me their concerns.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

16. I am able to clarify how other people think and feel.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

17. I can accurately restate two or three lengthy sentences.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

18. I have definite ideas of how I wish to improve what I do as a Helper.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

19. I can accurately paraphrase the context of a Helpee's statement.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

20. I know when I am being manipulated.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

21. When I observe discrepancies in a Helpee's message, I will share those perceptions with the Helpee.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

22. I tend to get emotionally involved when people self-disclose to me.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

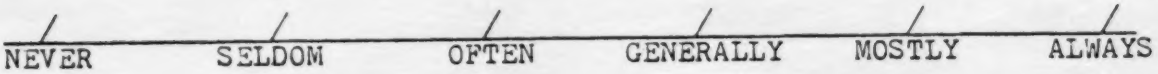
23. I solicit feedback concerning the effect of my behavior on others.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

24. I am more comfortable in a helping setting when I have experienced a similar problem.

NEVER / SELDOM / OFTEN / GENERALLY / MOSTLY / ALWAYS

25. I incorporate valid feedback and alter my subsequent behavior.



26. I can allow others to accept the responsibility for their own behaviors.

27. I have difficulty identifying implied feelings.

28. I often find myself rationalizing my own behavior.

29. I can assist the Helpee to understand the meaning within a message.

30. I am solution oriented.

Supervisor's Critique Form

The following eight category scale is designed to facilitate the appraisal of Helper effectiveness in the interview situation. The scale contains an itemization of both favorable and unfavorable aspects of Helper effectiveness. Each major category will be given an overall rating using the six point scale as follows:

1 2 3 4 5 6
(Unsatisfactory) (Acceptable) (Outstanding)

Following each major category will be a list of specific qualities which contributed to that rating. The qualities will be checked which caused the rating to be particularly high or particularly low--ratings of "4.0" will be assumed as having acceptable display of these qualities.

SKILL AREA BEING RATED	Minute Segments 10	20	30	40	50	Overall Rating
I. VERBAL EXPRESSION						
a. Voice inflection						
b. Voice clarity						
c. Expression clear and concise						
d. Stilted and controlled						
e. Appropriate						

SKILL AREA BEING RATED	Minute Segments 10	20	30	40	50	Overall Rating
II. RELATIONSHIP						
a. Expresses sincere interest in Helpee						
b. Helps Helpee feel at ease when appropriate						
c. Responds in manner that aids Helpee elaboration						
d. Avoids passing judgment, shows respect for the Helpee						
III. COMMUNICATION						
a. Idle chatter/ socializing						
b. Does not allow interview to lose direction						
c. Strays/loses direction						
d. Goes on fishing expedition						
e. Makes consistent understanding comments						
IV. CUE PERCEPTION						
a. Misses the affect						
b. Consistently hits affect						
c. Flounders with Helpee's meaning						
d. Consistently hits meaning						
e. Alert in picking up affect and meaning						
f. Emphasizes superficial material						
g. Isolates thematic area of concern						

SKILL AREA BEING RATED	Minute Segments 10	20	30	40	50	Overall Rating
V. ELEMENTS OF HELPING STRATEGY						
a. Feedback vague						
b. Feedback concrete						
c. Misinterprets						
d. Involves Helpee in the assessment of information						
e. Involves Helpee in a purposeful speculative process						
f. Evidence of assumption testing and/or inference testing in the interview						
VI. USE OF SPECIFIC TECHNIQUES OR SKILLS						
a. Conversational tone						
b. Paraphrase						
c. Open-ended leads						
d. Closed-ended leads						
e. Response to affect						
f. Response to affect + meaning						
g. Personalized responses						
VII. OPENING AND TERMINATION						
a. Helps Helpee feel at ease at outset						
b. Controls direction at outset-- questions, etc.						
c. Terminates smoothly						
d. Terminates abruptly						

VIII. WRITTEN COMMENTS AND SUGGESTIONS:

Conclusion

The authors hope that you have benefited from our mutual involvement in discovering new facets of ourselves and learning basic helping skills.

We would appreciate your constructive feedback regarding any aspect of our experience together.